Field Study Focused on Critical Global Issues

Global Health
Identity and Globalization
Natural Resource Management, Biodiversity, and Environmental Policy
Post-Conflict Transformation
Social Movements, Education, and Human Rights
Sustainable Development

A focus on critical global issues inspires individual program themes, such as the impact of development and revival of Islam in Jordan, or the effect of global economic changes on Mongolia’s nomadic culture.

The SIT Experience

- Rigorous academic programs through a field-based, experiential approach
- Undergraduate research through SIT Study Abroad’s hallmark Independent Study Project
- Cultural immersion through fieldwork, intensive language classes, and urban and rural homestays
- A small group of students in each program
- Access to SIT’s extensive local resources and networks
- A commitment to reciprocity as the foundation of our educational philosophy

On our cover: Gazebo along the Mutrah Corniche in Muscat, Oman, the site of two SIT Study Abroad programs and home to the World Learning Oman Center. Staff photo by Kimberly Miller King.

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About World Learning and Additional Opportunities  
International Honors Program  
SIT Graduate Institute  
The Experiment in International Living  
World Learning International Development Programs

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It is the policy of World Learning to provide equal employment and educational opportunities for all persons regardless of age, ethnic origin, gender, nationality, physical and learning ability, race, religion, sexual orientation, gender identity, protected veteran’s status, or any other legally protected condition.
Critical Global Issues

Please note that each program focuses on critical global issues in a specific geographical and cultural context and is interdisciplinary in its approach. Topics covered often cross these designations, and coursework may be applicable to a range of academic departments. See page 10 for a list of SIT Study Abroad summer programs.

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Natural Resource Management, Biodiversity, and Environmental Policy

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About SIT Study Abroad

A pioneer in experiential, field-based study abroad, SIT Study Abroad provides academically rich programs in more than 40 countries for over 2,000 undergraduates from 200-plus colleges and universities each year. The SIT Study Abroad semester program model focuses on an examination of critical global issues in a specific cultural and geographical context. A course in field study methods prepares students to conduct original research on a related academic topic.

Studying with host country faculty and living with homestay families, students gain a deep appreciation for local cultures, develop language skills, and become immersed in diverse topics ranging from the politics of identity to post-conflict transformation, from global health to environmental policy. As they explore global and local issues firsthand, students acquire new theoretical frameworks and a broadened worldview.

Students in Ecuador: Comparative Ecology and Conservation explore ornithology and other topics during an educational excursion to a cloud forest reserve. Photo by Carlos Zorrilla.

SIT Study Abroad Priorities

Academic Quality
SIT Study Abroad delivers challenging academic programs that engage students in critical global issues in a field study context. Experiential, interdisciplinary programs examine themes from a variety of perspectives and prepare students to conduct significant independent fieldwork on relevant topics.

Safety and Security
Student health, safety, and security are SIT Study Abroad’s highest priority. Extensive experience and global networks equip SIT to continuously evaluate safety and security conditions prior to departure and throughout each program, including homestays, excursions, and during the Independent Study Project period. For further information on safety and security, please see page 9.

Diversity
The best learning occurs when diverse individuals come together in an open, respectful environment. SIT Study Abroad works actively to provide learning opportunities for students from a wide variety of backgrounds.

Reciprocity
SIT Study Abroad is deeply embedded in local communities around the world. All program components are designed to respect the strengths of local partners to foster enduring relationships. Students contribute to achieving common goals by becoming an integral part of these partnerships. In this way, SIT Study Abroad and its local networks work together to realize their shared missions.

Global Citizenship
The study abroad experience is only the first step to lifelong learning, growth, and engagement at home and abroad. SIT Study Abroad encourages students to utilize and share their transformative experiences to enhance their future studies, careers, and communities as socially responsible individuals.
Admissions

SIT Study Abroad designs the admissions process to make the best possible match between a student’s academic goals and program content. Students must demonstrate clear academic and personal motivation and interest in experiential, field-based study abroad.

We welcome applications from undergraduate students who have:
- Good standing at an accredited college or university
- Completed at least one year of college-level coursework at the time of application (or at least one semester for summer programs)
- A cumulative grade point average of 2.5 or higher
- Met stated prerequisites for the program to which they are applying

Rolling Admissions
Applications can be submitted starting January 15 for fall and summer programs and April 15 for spring programs. After these opening dates, complete applications are reviewed on a rolling basis. It is possible that a particular program could fill prior to the final application deadline, so early applicants are most likely to be considered for their first choice program.

To apply for an SIT Study Abroad program, you will need to submit the following:
- SIT Study Abroad Application
- $50 nonrefundable application fee
- Official transcript(s) from all post-secondary institutions attended
- Two academic references from professors or your academic advisor
- Two essays
- Independent Study Project Proposal, if applicable
- Approval of Participation Form (signed by your study abroad office)
- Letter to your prospective homestay family
- Any additional program-specific requirements

We encourage you to apply using our online application at www.sit.edu/studyabroad. It is possible to download the relevant forms if you are unable to complete the application online. Pending any follow-up required, offers of admission are normally made within three weeks.

Next Steps
After you have been offered admission, in order to participate you will need to:
- Complete medical forms for review and approval by SIT Study Abroad
- Comply with visa processes and make travel arrangements
- Meet deposit and final payment deadlines
- Read program-specific predeparture materials
Program Selection

To identify the most appropriate SIT Study Abroad program, students should review the information in this catalog and on the Web site at www.sit.edu/studyabroad and consider:

**Academic Content/Theme**
This will determine the coursework focus and influence choices for the Independent Study Project and fieldwork.

**Geographic Location**
SIT Study Abroad offers programs in a highly diverse array of exceptional locations. The site provides the geographical and cultural context in which you examine critical issues with transnational dimensions.

**Language Instruction**
Many programs offer the opportunity to continue language study at intermediate and advanced levels. Others provide beginning instruction in a less commonly taught language appropriate to the local community.

**Prerequisites**
Some programs require previous coursework in French or Spanish and/or other theme-related disciplines.

**Home College Approval**
Check with your study abroad office or academic advisor to determine how credits earned will apply to your undergraduate degree and major.

**Selection Assistance**
Students should also identify a second choice program in case their first choice is unavailable. For assistance in selecting a program, please email studyabroad@sit.edu or call 888 272-7881.

**Multiple Terms or a Year Abroad**
You may want to consider combining two different semester programs for a year abroad or participating in an SIT summer program prior to or after a semester program. SIT staff are always available to assist in determining the most appropriate program(s) for a student’s academic interests and personal goals.

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In Cape Coast, Ghana, fishermen mend their nets on a Tuesday, the one day a week they allow the seas to replenish. Photo by Stephanie Caruso, Ghana: Origins of African Identity.

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**Alumni Contacts**

SIT Study Abroad is fortunate to have an extensive network of alumni available to speak with prospective and admitted students on topics including program selection, Independent Study Projects, and predeparture preparation. Alumni serve as an important resource to students contemplating studying abroad, newly enrolled students, and those already studying in-country. For additional information on gaining personal perspective about our programs, please visit our Web site at www.sit.edu/studyabroad.

Please keep in mind that program curricula, excursions, and other program components can vary depending on the semester; each former student speaks from his or her own unique experience. Past participants can offer exceptional insight and advice, but for up-to-date facts and other information about current programs, please contact the staff in the SIT Study Abroad office in Vermont.
The SIT Study Abroad Approach

SIT Study Abroad programs immerse students in real-world contexts where they examine critical global issues from diverse perspectives and multiple sources of knowledge. Through an educational approach developed over 75 years, students acquire theoretical frameworks and firsthand experience to better analyze and understand the critical issues shaping local communities around the globe.

Each program is comprised of a relatively small group of students who benefit from individualized attention and vibrant intellectual exchange with SIT faculty and staff, local experts, host community members, and fellow students. These programs are unique in their intensive cultural immersion, substantial community involvement, enlightening educational excursions, and emphasis on individual field-based research. Programs are coordinated by an academic director, local instructors, and staff members who support students and challenge them to reach new levels of intellectual curiosity and achievement.

Thematic Seminar
The Thematic Seminar is designed to merge student experience with academic theory to examine critical issues from multiple perspectives. In topic areas such as sustainable development, identity, human rights, and global health, students are challenged to connect their experience to a broader international framework while contextualizing critical global issues in a local setting.

Students benefit from SIT Study Abroad’s strong in-country networks, learning from local university professors, researchers, NGO leaders, community members, and professionals. This might mean studying marine ecosystems with researchers at the Smithsonian Tropical Research Institute in Panama or discussing women’s rights and domestic abuse with the Malian Association for the Defense and Rights of Women. In this manner, students examine critical issues firsthand and experience the full diversity of informed local sources and experts.

In the Thematic Seminar, readings, discussions, and research papers are complemented by educational excursions, rural stays, and other field-based activities and assignments, allowing students to engage in a variety of study methods.

Intensive Language Study
SIT Study Abroad regards language study as an important tool for understanding local perspectives. Language study helps students gain an inside view of the culture expressed only in local languages and dialects.

In each program, language courses are carefully designed to best inform the particular theme and context of learning. For example, in the Senegal: National Identity and the Arts program, students earn credit for coursework in both French and Wolof.

Many programs offer the opportunity to continue language study at intermediate and advanced levels. Others provide beginning instruction in a less commonly taught language appropriate to the local community. Language instruction is provided through SIT instructors, language institutes, and local universities. Students are placed in small classes at the appropriate language level, based on in-country oral proficiency evaluation. Courses incorporate formal classroom instruction, discussion, and field exercises designed to enhance student engagement while improving oral and written competence.

Field Study Seminar
In the Field Study Seminar, students learn appropriate methodologies that prepare them to undertake primary research on critical issues and topics connected to the program theme. Students develop research skills and approaches that will be used for their Independent Study Project. These may include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; and maintaining a field journal.
Students also examine the ethics and the impact of their research on local communities and are required to follow the World Learning/SIT Human Subjects Review Policy, which serves as an approval process and a guide for ethical field study practices.

**Independent Study Project**
The Independent Study Project (ISP) related to the program theme is the culmination of the semester’s intellectual activities. Conducting the ISP in the final month of most semester programs, students pursue original research on a selected subject requiring deep investigation and analysis. SIT Study Abroad student ISPs, whether in the form of research papers, case studies, or artistic presentations, have led to Fulbright and Watson project topics and other longer-term research, as well as honors theses at students’ home colleges and universities.

The academic director advises students on developing a project plan based on primary sources and in a variety of settings including community organizations, schools, government offices, and field research stations. Final projects typically require a 20- to 40-page paper and presentation to peers, academic staff, and interested members of the host community.

**Homestay**
Through carefully chosen homestays, SIT Study Abroad students are privileged to gain a close view of the local culture and experience the daily rhythm of life as a member of a host family. Homestays provide further context and perspectives that inform issues being studied, as well as opportunities to improve language skills and deepen cultural understanding. Homestays are designed to reflect the full diversity of the community, with families representing a variety of occupational, economic, and educational levels. Many programs offer more than one homestay, often in both urban and rural areas, to give students contrasting views of life in different social or ethnic contexts. Rural homestays may involve basic living conditions, frequently without electricity and running water.

When not in homestays, students stay in appropriate lodgings that may include guest houses, educational institutions, camping, or small hotels.

Based on SIT Study Abroad’s commitment to reciprocity, students are encouraged to consider how their ISP might positively impact host communities. Some projects have been used by local government ministries or have otherwise become assets to local communities.

**Undergraduate Research at SIT Study Abroad**
With its emphasis on actively involving students in the process of knowledge formation, undergraduate research is receiving increased attention in US higher education.

At SIT Study Abroad, undergraduate research takes the form of an Independent Study Project (ISP), a cornerstone of SIT’s distinctive educational model of field-based, experiential education. The engaged, active learning of the ISP is the culmination of the semester in most SIT Study Abroad programs.

The opportunity to use primary sources in the context of another culture places students at the forefront of undergraduate field research. A World Learning/SIT Human Subjects Review Policy requires students to develop and implement projects that are ethically grounded, culturally sensitive, and respectful of research participants.

A collaborative process that stimulates inquiry-based learning links faculty and students throughout the undergraduate research process. Students interact with scholars and other mentors both in the host country and at their home colleges and universities.

SIT Study Abroad ISPs routinely form the basis for senior theses, successful grant proposals, graduate-level research, fellowships, or careers.

Jessica Bell attended puppet-making classes in India as part of her Independent Study Project on traditional art forms and their use as tools for social change. Photo courtesy of Jessica Bell, India: National Identity and the Arts.
Program Dates
Fall semester programs generally begin the last week of August or first week of September and end in mid-December. Spring semester programs generally begin in late January or early February and end in mid-May. Some programs vary from this schedule; students should check the Web site for details. Students must participate in the program for the entire semester.

Program Fees and Other Costs
Fees vary depending upon the program. Current program fees are available on the Web site.

Fees include tuition, full room and board throughout the program, all field trips and related fares, health and accident insurance, and other direct program expenses. Fees do not include airfare to and from the program; presprogram medical examinations or immunizations; books, passport, or visa fees; fees for some Guided Self-Instruction language study for students who place above the offered language levels; personal expenses; or independent travel while undertaking the Independent Study Project in the host country.

Because of the dynamic nature of SIT Study Abroad programs and the economics of host countries, SIT reserves the right to change its fees without notice.

SIT maintains cooperative billing arrangements with many colleges and universities. Students should check with their study abroad office or contact SIT Study Abroad to find out if their institution has such an agreement.

Grades, Credit, and Transcripts
Students earn 16 or 17 undergraduate credits upon successful completion of an SIT Study Abroad semester program and 6 to 9 credits for summer programs. SIT assigns a letter grade for each course. Students may not elect a pass/fail option.

Credits are transferable to home colleges or universities according to individual school policies. Please note that many schools require prior approval in order to transfer credits earned through study abroad. Students are responsible for meeting with their study abroad or academic advisor prior to enrollment to determine the transferability of credit. Home school study abroad offices can guide students on how experiences overseas can be integrated into their courses of study.

Within two months of program completion, SIT sends a transcript with letter grades and a narrative evaluation of the Independent Study Project to each student’s home institution. Students receive a grade report and may request official copies of transcripts from the SIT registrar’s office at www.sit.edu/studyabroad or by emailing the registrar at registrar@sit.edu.

Financial Aid and Scholarships
The best source of financial aid for SIT Study Abroad is a student’s home college or university. Most colleges and universities facilitate the transfer of federal and state financial aid, and in some cases institutional aid, for a study abroad experience. An essential first step for students is to consult with their study abroad and financial aid offices well in advance of the term during which they wish to study abroad. It is each student’s responsibility to understand the requirements, deadlines, policies, and procedures of their home institution regarding all financial aid funds. SIT’s financial aid office works with home institutions to facilitate the transfer of financial aid.

SIT SCHOLARSHIPS
SIT Study Abroad creates increased opportunities for study abroad for a wide range of students through financial support. Grant funding from foundations and endowed funds also helps to provide scholarships based on several criteria including need and merit for accepted SIT Study Abroad students. Scholarship awards generally range from $500 to $5,000. Visit www.sit.edu/studyabroad for a full list of scholarships and to download a scholarship application.

The Compton Fund For SIT programs with environmental, post-conflict transformation, or sustainable development themes, with priority for students representing US minority groups.

The Diversity Fund For students who will enhance the racial, national, and ethnic diversity of the student body.

Engineering Scholarship For students who are enrolled in an undergraduate engineering program and who have demonstrated financial need.

HBCU Scholarships For students enrolled in Historically Black Colleges and Universities (HBCUs).

The Houston International Scholarship For Houston-area undergraduate students in any field or major. Students of color are strongly encouraged to apply.

The Middle East and Islamic Studies Scholarship For students participating in programs with significant Middle Eastern and/or Islamic studies content. SIT Fund For anyone enrolled in an SIT Study Abroad program, to help promote study abroad opportunities worldwide.
Student Health, Safety, and Security

SIT Study Abroad places the highest priority on the health, safety, and security of all students. Building on long experience with risk assessment and emergency preparedness, SIT is able to adapt quickly to dynamic situations. Because socioeconomic, political, environmental, and medical conditions vary widely across the more than 40 countries in which SIT operates, health, safety, and security measures are specifically tailored to each location and current circumstances.

Maximizing Health
Prior to the start of each program, SIT Study Abroad provides information to students to prepare them for new health realities and to set clear expectations around maintaining good health. Students receive country-specific health guidelines, including required and recommended immunizations as specified by the Centers for Disease Control and Prevention. SIT also conducts a comprehensive review of each student’s medical history. Once the program begins, students are given further information about local health issues during initial in-country orientation. Individual students are covered by health, accident, medical evacuation, and repatriation insurance, included in the program fee.

Maximizing Safety and Security
SIT Study Abroad staff are trained in risk assessment and crisis management, and SIT gathers information from a variety of sources to continuously evaluate safety and security conditions:
- SIT Study Abroad maintains a 24-hour safety and emergency response on-call system for any health, safety, or security concerns that might arise.
- SIT monitors US government advisories, considering those issued both by in-country embassies and consulates and by the US Department of State in Washington, DC.
- In addition to well-informed academic directors and other in-country staff, SIT further obtains valuable local in-situ knowledge and analysis from colleagues with whom the organization has long and trusted relationships.
- SIT consults with academic and nongovernmental organizations through the global networks of World Learning, SIT’s parent organization.

SIT Study Abroad infuses safety and security throughout the program curricula. Key elements of the SIT model help to maximize in-country safety, including:
- Orientation: During the initial orientation period, academic directors and local experts educate students about potential safety risks and strategies to keep themselves safe within their new context.
- Staff provide further safety and security briefings at key junctures throughout the semester, most notably at times of movement to different program locations, so that students are fully aware of expectations and precautions that enhance security.

Safety cannot, of course, be guaranteed abroad, just as it cannot be guaranteed in the United States. However, student health, safety, and security are always our highest priority. SIT is committed to taking steps necessary to maximize student safety and security at each and every program site.

Communicating about Health, Safety, and Security
Students, family members, and college and university staff who need information or assistance should contact SIT Study Abroad in Vermont at 802 258-3212 or toll-free at 888 272-7881. For routine matters, regular business hours are Monday through Friday, from 8:30 am to 5:00 pm (Eastern time). SIT Study Abroad is available 24 hours a day to respond to and manage student emergencies. In the event of an emergency, please call the numbers listed above. Calls coming in after hours or on the weekend will be initially received by an answering service, and then forwarded to the on-call SIT Study Abroad staff member.

Students greet their homestay families. Staff photo by Duong Van Thanh, Viet Nam: National Development and Globalization.

Dean of Students and the Office of Student Affairs
The SIT Study Abroad Dean of Student Affairs and office staff are responsible for providing leadership and vision in the areas of student health services, crisis management, counseling, housing, safety and security issues, diversity, student conduct issues, and support for students with disabilities. The dean establishes and monitors best practices and institutional protocols for all student affairs operations in the US and abroad.
SIT Study Abroad Summer Programs

Students can take full advantage of their summer months through SIT Study Abroad’s summer programs, which utilize the same experiential academic approach as SIT semester programs. Each summer program focuses on critical issues and includes intensive study of a less commonly taught language and/or a specific topic relevant to the local context.

BALKANS State Building and Human Rights in the South Balkans
BOLIVIA Lens on Latin America
CHINA Community Health and Traditional Chinese Medicine
ICELAND Renewable Energy, Technology, and Resource Economics
INDIA Himalayan Buddhist Art and Architecture
JORDAN Intensive Arabic Language Studies
JORDAN Water and Environmental Policy in the Middle East
MADAGASCAR Traditional Medicine and Health Care Systems
MOROCCO Intensive Arabic Language and Moroccan Culture
SOUTH AFRICA Education and Social Change
SWITZERLAND International Studies, Multilateral Diplomacy, and Social Justice
UGANDA/RWANDA Peace and Conflict Studies in the Lake Victoria Basin

Summer Admissions Criteria
SIT Study Abroad welcomes summer program applications from undergraduate students who are in good standing with a minimum cumulative grade point average of at least 2.5 and who meet the stated prerequisites for the program to which they are applying. Most programs are open to students who have completed at least one semester of college-level coursework at the time of application. Other programs require more than one semester. Please see individual listings in the summer catalog or on the Web site at www.sit.edu/studyabroad. Some summer programs are available for graduate credit.

Combining Summer and Semester
For a deeper, more long-term experience, students should consider combining an SIT Study Abroad summer program with a semester program in the same country or with a similar theme.

For more information about summer programs, including individual program prerequisites and credit, deadlines, and the admissions process, please see the Web site at www.sit.edu/studyabroad or call 888 272-7881 to request a summer brochure.
SIT Post-Baccalaureate Certificate Program

The SIT Post-Baccalaureate Certificate Program provides recent college graduates the opportunity to earn graduate credit while gaining international field experience focused on a critical global issue. Through SIT’s extensive in-country networks, participants enjoy meaningful cultural immersion and a rich level of access to a wide array of experts engaged in innovative projects in the student’s chosen topic area. Students are strongly encouraged to undertake work that would benefit a local community while furthering their own professional development.

Programs by Country
The SIT Post-Baccalaureate Certificate Program is currently available in the following locations and focus areas:

- **BOTSWANA** Sustainable Development, Alternative Energy
- **CHILE** Sustainable Development, Global Health, Education
- **INDIA** Social Entrepreneurship, Sustainable Development, Human Rights
- **OMAN** Middle Eastern and Gulf Studies
- **SWITZERLAND** International Multilateral Organizations

Core Features
- Students are able to select from one of two options: a research-focused field practicum or a community engagement experience working full time on a community-based project.

- Each student is assigned an academic advisor who serves as mentor and tutor utilizing all local academic resources to enhance the intellectual experience of the student.

- Students complete their certificates by participating in a weeklong evaluation period including a two- to three-day online Global Symposium that brings together Certificate candidates from all SIT post-baccalaureate certificate programs.

- Depending on the country selected, students live in homestays and may have the opportunity to take language courses and participate in regional educational excursions (at an additional cost to the participant).

For more information about the SIT Post-Baccalaureate Certificate Program, please visit www.sit.edu/studyabroad.

A woman in rural Botswana constructs a recycled house out of soda cans. Photo by Brianna Klco, Botswana: Community-Based Natural Resource Management.
“SIT broadened my education, improved it, redirected it, and supported it to the fullest. Learning Kiswahili, the Independent Study Project, excellent academic directors, an excellent group, and some of the most memorable things of my life have all come together this semester.”

Colin Haverkamp, The College of Wooster
Kenya: Health and Community Development
Botswana Community-Based Natural Resource Management

Credits 16  
Program Base: Gaborone  
Language Study: Setswana  
Homestays: Gaborone, Mogobane, 2 weeks each  
Rural Visit/Homestay: Sexaxa, on the fringes of the Okavango Delta, 2 weeks  
Educational Excursions: Okavango Delta, Moremi Game Reserve, Central Kalahari Game Reserve, the Tsodilo Hills, Chobe National Park, and Makgadikgadi salt pans

Environmental Components: Conservation practices in wildlife reserves, rangeland management issues in southern Botswana, Okavango Delta ecosystems, ecotourism and community development  
Field Practicum: 4 weeks  
Prerequisites: Previous college-level coursework in ecology, biology, environmental studies, and/or equivalent related coursework as assessed by SIT.

Community-Based Natural Resource Management Seminar  
ENVI 3000 / 4 credits / 60 class hours  
An interdisciplinary course, conducted in English, examining the long-term conservation objectives and development needs of local populations in Botswana, with the opportunity to study contemporary environmental challenges in wilderness areas. Resources utilized in the delivery of course content include the Harry Oppenheimer Okavango Research Center, the University of Botswana, the Mokolodi Nature Reserve’s education center, and leading nongovernmental organizations such as the Kalahari Conservation Society, CARACAL, and Environmental Watch Botswana. Lectures and discussions for this course generally include the following topics:

Botswana Culture and Society  
Ancient and modern history; contemporary political and economic issues; rural development and appropriate technology; social anthropology; human and physical geography.

Ecology and Conservation  
An introduction to Kalahari Desert and Okavango Delta ecology; wildlife diversity and management; deforestation; issues of wetland ecology in Botswana; water conservation; management of national parks and reserves; animal behavior and ecology; effects of economic development and tourism on the natural environment and human settlements; conservation education; environmental law and policymaking.

Educational Excursions  
The Botswana program includes educational excursions designed to complement classroom study and other field-based activities. Researching and living in diverse locations from urban Gaborone, to the Tsodilo Hills, to wilderness areas of the Okavango Delta, students develop an awareness of the intricate ecology of the region and the challenges faced in maintaining its delicate environmental balance. Students often have the opportunity to conduct fieldwork in wildlife management areas and private nature reserves.

Rural Visit  
To afford direct knowledge of rural life, participants live for two weeks in a rural setting outside of Gaborone and another two weeks in Sexaxa, a village in northern Botswana. Village conditions are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from people in rural Botswana.

Environmental Field Study Seminar  
ENVI 3500 / 4 credits / 60 class hours  
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies, depending on program site and focus, may include designing a research project; writing a research proposal; interviewing; surveys; maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population analysis; and animal behavior.

Intensive Language Study: Setswana  
SETS 1000 / 4 credits / 60 class hours  
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Classes are taught three to five hours daily in Mogobane, with further language practice during the other homestays.

Field Practicum  
ISPR 3000 / 4 credits / 120 class hours  
The Field Practicum offers students an opportunity for in-depth field study on a topic of particular interest, and to practice field study techniques under the guidance of a mentor researcher. Working closely with the academic director, students are assigned an advisor, who oversees and guides student field study on a particular project. Students are able to participate in important, and often longitudinal, studies of ecology and conservation in Botswana, while simultaneously gaining field study experience under the guidance and supervision of leading environmental researchers.

Homestay  
Three two-week homestays: one in Botswana’s capital city, Gaborone, the second in the nearby village of Mogobane, and the third in Sexaxa, a rural village in northern Botswana. Other accommodations during the program include hostels, campsites, private homes, or small hotels.

Conflicting Perspectives on Elephants  
Botswana, home to the highest population of elephants in southern Africa, faces a delicate balance between the conflicting needs of its human population and its elephant population. Students experience diverse perspectives in a visit to Mochaba Development, a safari company that promotes sustainable commercial hunting in Botswana. After explaining their work, Mochaba staff engage students in a discussion of the costs and benefits of hunting. Later, in a national park, students see firsthand the impact of the elephant population on vegetation, and the ongoing issues related to human populations, ecological impact, and the government’s role in mediating the conflict.
Cameroon
Social Pluralism and Development

Credits 16
Program Base Yaoundé
Language Study French
Homestays Yaoundé, 5 weeks; Ngaoundéré, 2 weeks
Rural Visit/Homestay West province, 2 weeks

Educational Excursions Bamenda, Kribi, and Maroua
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

Social Pluralism and Development Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French, with required readings, examining social, economic, and political development patterns in one of West Africa’s most ethnically and geographically diverse countries. Resources utilized in the delivery of course content include the University of Dschang, the Center for Development and Research of Ngaoundéré, the University of Yaoundé, and MUFFA, a microfinance institution for women based in Yaoundé. Lectures and discussions for this course generally include the following topics:

History
This unit serves as background knowledge to understanding the political, economic, and social realities of Cameroonian society today. The unit begins by focusing on Cameroon before colonization; German, French, and British colonization; and the fight for independence. The second half of the unit focuses on Cameroon after independence and the impact that colonization has had on Cameroonian society today.

Development Theories and Approaches
This unit examines different theories and approaches to development using Cameroon as a case study. It also explores development organizations’ modalities of development practice and the efficiency of international aid.

Gender
This unit scrutinizes the role and place of women and men in Cameroonian society. It examines the characteristics of the traditional woman and her role in the family and society. It also explores contemporary gender roles and the gap that exists between modern and traditional roles.

Minorities
This unit utilizes two case studies to illustrate issues of minority groups in Cameroon. The first case study interrogates the “place” of the Anglophone in Cameroon and the political, social, and cultural prejudice against Anglophones. The second case study explores the culture and traditions of the Pygmies, and where the Pygmies are in the context of development.

Art, Tradition, and Cultural Expression
This unit examines the history of the Bamiléké and traditional structures like the Chefferies and the similarities between the Chefferie system and “African” democracy. It also examines Bamiléké traditional ceremonies such as those for marriage, widowhood, burial, and initiation into manhood and womanhood and how these ceremonies mark rites of passage from one level or status to another.

Islam and Traditional Power in the Grand North
This unit examines Islam as practiced in the Grand North of Cameroon and its impact on the people. It also examines the conflicts that arise in terms of religious Koranic education versus non-religious governmental education. It explores the interaction of traditional authorities, political power, and modernity.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
I SPPR 3000 / 4 credits / 120 class hours
Conducted in Yaoundé or in another approved location appropriate to the project in Cameroon. Sample topic areas: education in a Cameroonian village; traditional healing; bilingualism and the media; the makossa style of music; oral history of the Bamiléké people; a women’s village cooperative; influence of oil on Cameroonian economy and society.

Homestay
Five weeks in Yaoundé, two weeks in Ngaoundéré, two weeks in a rural setting in the West province, and a homestay during the Independent Study Project period (location will vary). Other accommodations during the program include hostels, private homes, and small hotels.
Origins of African Identity Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, emphasizing African Diaspora studies from the Ghanaian perspective. Students explore the long-term socioeconomic and cultural impact of the slave trade's violent history and learn how both forced and voluntary migration have shaped Ghana’s contemporary identity and conditions and created Ghanaian and West African Diaspora communities. Resources utilized in the delivery of course content include the University of Cape Coast, the University of Ghana, and the Kwame Nkrumah University of Science and Technology. Lectures and discussions for this course generally include:

Ghanaian Culture and Society
History of Ghana; geography, people, and place names; traditional healing; indigenous religions of Ghana; traditional and contemporary social structures; gender roles and societal change; European and Western influence on Ghanaian society; rural development; agriculture and the Ghanaian economy.

African Diaspora Studies
Migration theory; history of the slave trade; the Pan-Africanist movement; demographics of the Diaspora; forts and castles in Ghana; Africans and African Americans; migration and rural development; festivals and Pan-Africanism; music and the Diaspora; environment, health, and migration; art of the Diaspora; a colonial history of Ghana; domestic slavery and the Trans-Atlantic Slave Trade; Ouidah and the slave coast.

Educational Excursions
The program includes visits to Accra, Kumasi, and northern Ghana to examine various historic sites and cultures and to give a fuller perspective on the country. Visits to fishing villages and small towns near Cape Coast and Elmina

Ghana
Origins of African Identity

Credits 16
Program Base Cape Coast
Language Study Fante
Homestay Cape Coast, 5 weeks
Rural Visit/Homestay Komenda, 1 week

Educational Excursions Accra, Kumasi, Wa, Gwollu, Ouidah, Benin
Independent Study Project 4 weeks
Prerequisites None

Dealing with a Difficult History
A visit to the Cape Coast and Elmina castles—physical representations of the historical slave trade—provides a powerful focal point for many of this program’s main themes. Students not only learn more about issues and details of the Trans-Atlantic Slave Trade in Ghana, but also face the emotional aspect of the experience, confronted by the history of slavery and colonialism and its continued effects around the world. Face to face with the intersection of tourism and history, and the decisions that site managers make about representing and interpreting history, students find themselves drawn into meaningful and sometimes quite difficult conversations.
Ghana
Social Transformation and Cultural Expression

Credits 16
Program Base Accra
Language Study Twi
Homestays Accra, 2 weeks; Kumasi, 2 weeks
Rural Visit/Homestay Ashanti region, 10 days

Educational Excursions Cape Coast, Volta region, Kakum National Park, Tamale, Mole National Park
Independent Study Project 4 weeks
Prerequisites None

Social Transformation and Cultural Expression Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining Ghanaian social structures through the lens of Ghana’s artistic and literary outputs. Lecturers may be drawn from institutions such as the Institute of African Studies at the University of Ghana, the University of Winneba, the Kwame Nkrumah University of Science and Technology, and the University of Cape Coast. Lectures and discussions for this course generally include the following topics:

Ghanaian Culture and Society
Queen Mothers; men’s and women’s roles in traditional government; religious customs and leaders; the Trans-Atlantic Slave Trade; slave castles in today’s society; funerals in Ghana; contemporary political and economic issues; precolonial and colonial history; rural development and appropriate technology; social anthropology; religion; education and urbanization; linguistics; gender and politics; human and physical geography; the cultures of Ghana.

The Arts
Ghanaian music and drumming; traditional textiles; the fashion industry; modern literature; oral literature; beadmaking; dance; art and sculpture; pottery and crafts; history of Ghanaian architecture; theater.

Educational Excursions
The program includes visits to Cape Coast, Tamale, and Mole National Park, conditions permitting, and other parts of Ghana. These excursions are designed to challenge students to examine important and varied historical sites and cultures, giving a wider perspective on the country.

Rural Visit
To afford direct knowledge of rural life, participants live with a family for 10 days in a rural Ashanti region. Village conditions are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Ghanaians.

Intensive Language Study: Twi
TWII 1000 / 4 credits / 120 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestays.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Accra, Kumasi, or in another approved location appropriate to the project. Sample topic areas: meaning of kente and adinkra cloth; African drumming; divination storytelling; use of fertility dolls and magic in Ghanaian society; use of traditional medicine; traditional dance; modern African theater; Ghanaian film industry; religious expression in traditional art; weaving; craft production for the tourist trade.

Homestay
Two weeks in Accra, two weeks in Kumasi, and 10 days in an Ashanti village. Other accommodations during the program include hostels, private homes, or small hotels.

Traditional and Contemporary Art
Opportunities for hands-on practice in performing and visual arts amid a vibrant backdrop of traditional and contemporary art forms enhance students’ understanding of Ghanaian culture. An educational excursion to the Volta Region is one illustration of the synergy of firsthand participation and observation. Guided by women artisans, students build handmade clay pots, then learn about the practice of traditional religions, and attend the highly specialized regional dance and drum performances. Interacting with artists, artisans, musicians, and others, many students have gone on to create Independent Study Projects that range from performing traditional dances to recording a hip-hop CD.
**Health and Community Development Seminar**
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the social, political, and cultural underpinnings of development and health in Kenya. Resources utilized in the delivery of course content include the University of Nairobi and the National Museums of Kenya. The seminar covers a wide array of topics related to Kenyan health, development, culture, and society. Lectures and discussions for this course generally include the following topics:

**Culture and Society**
History of Kenya; ethnicity, urbanization, and changing values; politics; education and socialization; belief systems; introduction to Maasai culture and society; current events; Swahili society, culture, and development.

**Development**
Development history and paradigms; multinational and international donors; globalization and the Kenyan economy; formal and informal economies; international priorities versus local realities; rural development efforts.

**Community Health**
Traditional healing; urban versus rural health care practices; demographics, infrastructure, and access to health care; public health education; women’s health care needs; food and nutrition; the sociology of HIV/AIDS in Kenya; community health care projects.

**Field Visits and Educational Excursions**
This seminar generally includes short field visits outside Nairobi including to UN agencies, international and local nongovernmental organizations (NGOs), community-based organizations (CBOs), and government agencies. Students also visit Tanzania or Uganda on a longer educational excursion to gain additional perspectives on development, health, and social issues in East Africa.

**Rural Visit**
To afford direct knowledge of Kenyan rural life, students live for nine days in a Swahili coastal village. Living conditions in the village are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Kenyans.

**Intensive Language Study: Swahili**
SWAH 1000-2000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students with no previous knowledge of Swahili are placed in intensive novice classes and may advance to intermediate and advanced levels with further language practice in and outside the homestays. Daily classes during the first two weeks of the urban homestay are followed by the rural Swahili community stay, which provides an opportunity for additional Swahili language practice.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; field study methods; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal; participatory evaluation and appraisal techniques.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted in Nairobi or in another approved location appropriate to the project within Kenya. Sample topics areas: rural women’s cooperatives; Nairobi’s informal economy; oral history of the Maasai; grassroots development programs; education in Nairobi; primary health care options in Nairobi; prenatal health care; family planning in rural Kenya; HIV/AIDS peer education; girls’ education in Nairobi; nutrition and health programming in Kisumu.

**Homestay**
Six weeks in Nairobi and a nine-day rural homestay in a Swahili coastal village. Other accommodations, especially during the ISP period, range from small guest houses to tented camps.

Local language instructors conduct Swahili classes, preparing students for daily social interactions with Kenyans. Photo by Anna Bauer.
Kenya
Islam and Swahili Cultural Identity

Credits 16
Program Base Mombasa
Language Study Swahili
Homestay Mombasa, 2 weeks
Rural Visit/Homestay Taita Hills, 10 days

Educational Excursions Lamu archipelago
dhow safari, coast of Tanzania, island of Zanzibar
Independent Study Project 4 weeks
Prerequisites None

Islam and Swahili Cultural Identity Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining the diverse cultures of the East African coast that are brought together by the Swahili language and the prevalence of Islam. Through lectures, readings, and field experience, students examine the profound impact of Swahili language and religion in the region and in interactions with other regions of the globe. Resources utilized in the delivery of course content include the University of Nairobi, the Swahili Language Center, the Marine Research Institute, and the National Museums of Kenya. Lectures and discussions for this course generally include the following topics:

Kenyan Coastal Cultures
East African Islam in relation to the broader Islamic world; Swahili culture and its relations with communities of the interior; ethnicity; East African educational systems; health and healing; women’s roles and women’s health; continuity and change in East African art, music, architecture, and daily life.

History and Politics
Origins of political and social harmony and conflicts in Kenya and Tanzania; archaeological evidence of continuity and change in the region; precolonial, colonial, and postindependence history and politics; the role of external forces in the development of East African precolonial, colonial, and postindependence countries; current affairs and prognosis for the future.

Geography and Economics
Urban issues in Kenya; rural development in Kenya; marine resources and conservation; informal-sector economic development in Kenya; theories of African development; tourism and development.

Educational Excursions
The program generally includes an excursion to the Lamu archipelago and the twelfth-century site of Gede in Malindi, as well as a field trip to the coastline of Tanzania and the island of Unguja (Zanzibar). Through hands-on exploration of Swahili history and culture, excursions offer students unique perspectives on the ethos of coastal Kenya and beyond.

Rural Visit
To afford direct knowledge of rural life, participants live for 10 days in a rural setting in the Taita Hills. Village conditions are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Kenyans.

Intensive Language Study: Swahili
SWAH 1000-2000 / 6 credits / 90 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Following an in-country evaluation that includes oral proficiency testing, students are placed in intensive beginning and intermediate classes, with additional language practice taking place through homestays, lectures, and field visits. The course meets daily for five hours over a three-week period, with an additional six hours of instruction each week provided through one-on-one tutorials with native Swahili speakers.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Swahili Society Across Nations
Students benefit from complementary opportunities to interact with most of the 42 ethnic groups in Kenya and gain a deep understanding of Swahili culture across nations. The equatorial Kenyan coast, often called the “cradle of Swahili civilization,” reflects a long history of trade and integration between peoples of many races and ethnicities. An excursion along the coast of Tanzania and to Zanzibar encourages students to apply their knowledge of the Kiswahili language to conduct research and engage with diverse coastal residents. Along the way, students begin to recognize the power of Kiswahili as a lingua franca as they come face to face with historical links from Mogadishu to Madagascar.
Biodiversity and Natural Resource Management Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted primarily in French, with required readings, analyzing the environmental challenges and conservation and development strategies in Madagascar across scales, from local to global. The focus is on Madagascar’s southern region. Resources utilized in the delivery of course content include international and local environmental nongovernmental organizations such as WWF and Azay as well as the Department of Natural Sciences at the University of Antananarivo and the Marine Studies Institute of the University of Tulear. Lectures and discussions for this course generally include the following topics:

Biodiversity and Natural Resources
Geography; humid and dry forest ecosystems; national, private, and community-based protected areas management; impact of economic development and tourism on the environment; animal behavior and ecology; ethnobotany with an emphasis on medicinal plants; southeastern marine ecosystems.

Malagasy Society and Cultural Values
Education; traditional belief systems and their relationships with the environment; ethnicity and ethnic identity; celebration of razana (the ancestors); gender roles in Malagasy society; traditional values and contemporary influences in society.

Educational Excursions
The program includes excursions to Ranomafana rainforest; the Spiny Desert; Andasibe, Andringitra, Andohahela, Isalo, and Ankaranana National Parks; community-managed reserves at Anja and Ifotaka; Mandena conservation site, a mining biodiversity offset; fishing villages; and the barrier reef of Tulear. These excursions provide students with direct knowledge of specialized ecological zones, rural conservation and development issues, and challenges of promoting conservation alongside sustainable development.

Rural Visit
To afford direct knowledge of Malagasy rural issues, participants live for one week in a rural setting. Village conditions are very basic, with no electricity or running water. The rural visit provides an invaluable opportunity to observe and participate in the daily activities of rural Malagasy, and to work with Malagasy students of environmental management to gain a deeper understanding of pressing environmental and social issues.

Intensive Language Study: French
FREN 2000-3000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country oral evaluation, students are placed in intensive intermediate and advanced classes, with further language practice in homestays, lectures, and field visits.

Intensive Language Study: Malagasy
MALA 1000 / 2 credits / 30 hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with homestay families.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
Conducted primarily in English, this is a course in social and natural sciences research methods. The focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies, depending on program site and focus, may include designing a research project; writing a proposal; interviewing; surveys; maintaining a field journal. Specific ecological field study methods may include habitat surveys; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population censusing; and animal behavior.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted primarily in southern Madagascar or other appropriate locations. Sample topic areas: reforestation; coral reef conservation; medicinal plants in the marketplace; ecotourism; carbon sequestration and financing; land tenure reform and agricultural production; conservation assessments of endangered species; sacred forests; community-based resource management; behavioral ecology of lemurs in Berenty Reserve; sustainable land use techniques.

Homestay
Four weeks in Fort Dauphin (Tolagnaro) and one week in a rural village. Other accommodations during the program include hostels, campsites, or small hotels.

Learning Partnerships
SIT Study Abroad students gain important cultural knowledge, build research skills, and develop meaningful relationships when they partner with Malagasy peers from the Libanona Ecology Center, a primary program partner, to work on a preliminary environmental management plan for a rural area. After conducting interviews and participating in daily village life, including planting or harvesting crops, doing chores, and socializing, students work together to create a culturally appropriate plan for the community. The experience increases students’ confidence and practical skills in preparation for the ISP.
Madagascar
National Identity and Social Change

Credits 17
Program Base Antananarivo
Language Study French, Malagasy
Homestays Antananarivo, 5 weeks; Mahajanga, 2 weeks
Rural Visit/Homestay Tsiraoanomandidy, 1 week

Educational Excursions Rural Imerina, Andasibe and Ankarafantsika National Parks, Nosy Be
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

National Identity and Social Change Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French with required readings in English and French. The course takes a holistic approach to understanding the roles of geography, history, ethnicity, language, religion, politics, and economics in shaping the Malagasy identity. Lecturers include faculty from local universities, such as the University of Antananarivo, as well as various other program partners. Lectures and discussions for this course generally include the following topics:

Sociological Perspectives
Ethnicity and ethnic identity; family and kinship; religion; veneration of razana (the ancestors); ancestral homelands; gender roles; cultural importance of cattle; physical and social geography; traditional values and contemporary influences in society; verbal arts (including folklore, proverbs, and speech-making); music and dance; architecture; handicrafts.

History and Politics
Origins of the Malagasy; early kingdoms; colonial rule; independence; contemporary history; democracy and elections; political parties; levels of administration; good governance; political crises; foreign relations.

Sustainable Development and Social Change
Social development; education; public health; roles of women in development; agriculture; formal and informal sectors of the economy; role of foreign investment; impact of globalization; poverty alleviation programs.

Educational Excursions
The program generally includes excursions to eastern and northwestern Madagascar, including Andasibe and Ankarafantsika National Parks, and the island of Nosy Be.

Rural Visit
To afford direct knowledge of Malagasy rural life, participants live for one week in a rural setting. Village conditions are basic, usually without electricity or running water, and provide an invaluable opportunity to learn from Malagasy villagers.

Intensive Language Study: French
FREN 2000-3000 / 3 credits / 45 class hours
A communicative approach to language learning with emphasis on speaking, reading, and writing skills through classroom and field-based instruction. Following in-country evaluation, including oral proficiency testing, students are placed in intermediate and advanced classes. Further language practice occurs during homestays, lectures, and field visits.

Intensive Language Study: Malagasy
MALA 1000 / 2 credits / 30 hours
Emphasis on beginning speaking and comprehension skills through classroom and field-based instruction. Formal instruction is augmented by language practice with host families during homestays.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. The focus includes cross-cultural adaptation and skills building; topic selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; identifying contacts and resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in any region of Madagascar based on program approval. Sample topic areas: role of fady (taboo) in Malagasy life; role of ombiasy (traditional healers); family planning on the village level; roles of women in society; uses of medicinal plants; traditional weaving techniques; prenatal health care in rural areas; malaria prevention and treatment; language teaching in primary and secondary education; local radio as a means of communication; HIV/AIDS awareness and prevention.

Homestay
Approximately five weeks in Antananarivo, two weeks in Mahajanga, and one week in a rural area. Other accommodations during the program may include hostels, private homes, educational institutions, or small hotels.

Contrasting Homestay Perspectives
No single location in Madagascar can provide a complete representation of this country’s many layers of diversity, whether ethnic, geographic, or ecological. The program includes three separate homestays in order to offer students a rich variety of perspectives. Homestays include the following types of locations: large urban, medium-sized urban, and rural areas. With each homestay, students stretch their understanding of Madagascar and its people, while adjusting to different paces of life, living conditions, and mixes of people and cultures. In each location, the extended family, a cornerstone of Malagasy society, serves as an important program partner. Such contacts also increase student access to experiences and opportunities within the wider community.
Health, Gender, and Community Empowerment Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinaty course conducted primarily in French, with required readings, examining the linkes between economic development, community empowerment, and social issues such as gender, religion, and health, in the cultural context of contemporary Mali. Resources utilized in the delivery of course content include the Malian Association for the Defense and Rights of Women, Pivot Santé, the Center Aouna Kéita, and CAFO (Coalition des Associations et ONG Feminines du Mali). Lectures and discussions for this course generally include the following topics:

Malian Social Organization and Cultural Values
Precolonial and colonial history; Mali since independence; ethnic groups of Mali; the educational system and use of language; fables, myths, and stories; contemporary Malian politics; traditional forms of governance and leadership; griots and oral traditions; animism, Islam, and Christianity in Mali; history of Dogon country.

Health, Gender, and Community Empowerment
Traditional gender roles in Malian society; grassroots and community development efforts; women’s cooperatives; poverty relief programs; local craft production; women, children, and development; stakeholders in Mali’s development agenda; HIV/AIDS and public education in Mali; health delivery in urban Mali; access to health care in rural areas; mother and infant nutrition; women’s choices in family health care; sanitation and hygiene in formal and informal education; traditional medicine and traditional healers; home-based health care; changing roles in urban Mali; governmental priorities in health and development.

Educational Excursions
To allow students to explore a variety of Malian cultures and ways of life, the program includes visits to the Niger River towns of Ségué, Mopti, and Timbuktu, conditions permitting, as well as to fabled Djenne and to Dogon villages along the Bandiagara cliffs.

Rural Visit
To afford direct knowledge of Malian rural development issues, participants live for one week in a small Bambara-speaking village near Bamako. Village conditions are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Malians.

Intensive Language Study: French
FREN 2000-3000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Intensive Language Study: Bambara
BAMb 1000 / 2 credits / 30 class hours
Emphasis on beginning oral comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice with host families during the homestay and visits to marketplaces.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Bamako or in another approved location appropriate to the project in Mali. Sample topic areas; women’s roles in family health care; literacy and Malian women; feminization of the workplace; traditional healing and birthing practices; nonformal education from mother to child in Sanankoroba; division of labor in Ségué’s kitchen gardens; nutrition and health choices in Bamako’s marketplace; health care practices among the Dogon; public health education campaigns around Timbuktu; training midwives for rural delivery support; Islam and health in Bamako’s Islamic centers.

Homestay
Six weeks in Bamako and a one-week village stay. Other accommodations during the program include hostels or small hotels.

NGO Connections
Expand Perspectives
Focusing on the intersection of gender dynamics, health, and development, this program collaborates with many influential nongovernmental associations to share ideas and introduce students to new perspectives. One example is the Malian Association for the Defense and Rights of Women (APDF), which focuses on domestic violence, the fight against female genital mutilation (FGM), and the promotion and empowerment of women. APDF welcomes SIT Study Abroad students as observers or participants in its activities, and APDF staff regularly advise students for Independent Study Projects. Past opportunities for students have included visiting a village as part of an educational outreach program to curb FGM.
Morocco
Migration and Transnational Identity

Credits 16
Program Base Rabat
Language Study Arabic
Homestay Rabat, 7 weeks
Educational Excursions Marrakech, Essaouira, Khouribga, Boujelad, Chefchaouen, Fniidq; Malaga, Spain

Independent Study Project/Internship: 4 weeks
Prerequisites There are no prerequisites; however, students with a background in French will find ample opportunity for French language practice, while also learning Arabic. Students with a background in Spanish will also have the opportunity to practice their Spanish language skills in northern Morocco and Malaga, Spain.

Migration and Transnational Identity Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the various effects of human mobility on local communities, global politics, and transnational economies from the cultural context of Morocco. Resources utilized in the delivery of course content include the Research Group on Migration and Culture at the University Mohammed V in Rabat, Fondation Orient-Occident, and the Association of Friends and Families of Victims of Clandestine Migration. Lectures and discussions for this course generally include the following topics:

Migration and Cultural Dynamics
Migration in Islam; migration and travel; mobility, transnationality, and border identities; migration and gender issues; the particular and the transnational in Moroccan youth music; art and nomadism; sub-Saharan artists in Morocco; Moroccan diasporic cinema; migration and technology; migration and literature.

Migration and the Mediterranean Space
The concept of the Mediterranean; the Mediterranean, migration, and security; EU policy and migration; EU-Moroccan partnership and migration management; the Barcelona Process and the Union for the Mediterranean.

Migration and Human Rights
Sub-Saharan immigrants and human rights; illegal migration or forced migration; women, nationality, and citizenship; migration and race; migration and media; sub-Saharan migrants; testimonial narratives of sub-Saharan migrants; deported migrants and their reintegration.

Migration and Development
Migration and the national initiative for human development; desertification, poverty, and migration; rural development and migration; migrant remittances and development; poverty and development; Moroccan residents abroad and local development; migration and urban development.

Educational Excursions
The program includes three major excursions: Marrakech to Essaouira; Khouribga and Boujelad; and northern Morocco, including the border Spanish enclave Ceuta and Malaga in Andalusian Spain. Each excursion focuses on a different aspect of migration.

Intensive Language Study:
Moroccan Arabic
ARAB 1000-3000 / 4 credits / 60 class hours
This course is designed to equip students with a proficiency level in spoken Moroccan Arabic to engage in everyday life. Students with prior study in Arabic will find reinforcement of Modern Standard Arabic through the media. Homestays, field excursions, and everyday interactions assist students in language acquisition.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; field assignments with local association and government agencies working in the areas of migration, development, and human rights; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Students choose between a two-week internship with an organization working in the area of migration, building their Independent Study Project (ISP) on this internship experience, or designing an ISP on their own. Sample topic areas: migrant images in Moroccan media; youth and emigration; causes and consequences of clandestine migration; sub-Saharan immigrants and their integration in Moroccan society; European immigration laws and their impact on migration trends in Morocco; circular labor migration and women; migration and its impact on those who stay behind; migrant remittances and local development; life narratives of migrants.

Homestay
Seven weeks in Rabat and a short homestay in a rural village. Other accommodations during the program include hostels or small hotels.
Morocco

Multiculturalism and Human Rights

Credits 16
Program Base Rabat
Language Study Arabic
Homestay Rabat, 8 weeks
Rural Visit/Homestay Bejaad region in central Morocco, 1 week
Educational Excursions A weekend to Meknès, Volubilis, Moulay Driss, and Fès; a daytrip to Casablanca; and one week to Azrou, Midelt, Erfoud, Merzouga, Errissani, Nkob, Ouarzazate, Marrakech, and Essaouira
Independent Study Project 3 weeks
Prerequisites There are no prerequisites; however, students with a background in French will find ample opportunity for French language practice, while also learning both Moroccan and Modern Standard Arabic.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Rabat or in another approved location appropriate to the project in Morocco. Sample topic areas: Islam in daily life; Moroccan music and architecture; cultural importance of cooking; informal economy; rural development projects; multilingualism; political pluralism; nongovernmental organizations in Morocco; rural schooling; HIV/AIDS in Morocco; adoption in Islam; Moroccan traditional dress; social organization among nomads; rural development; the Sahara question; Moroccan views of the outside world; youth.

Homestay
Eight weeks in Rabat and one week in a rural village. Homestays provide students with an opportunity to be participant observers of the host culture. Other accommodations during the program include hostels, private homes, or small hotels.

Multiculturalism and Human Rights Seminar
AFRS 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining the diverse forces shaping contemporary Moroccan society, with particular emphasis on ethnicity, culture, and human rights. Resources utilized in the delivery of course content include Mohammed V University, Hassan II University, Ibnou Tofail University, the Center for Cross Cultural Learning, the Consultative Council for Human Rights, the Royal Institute for Amazigh Culture, the Central Entity for the Prevention of Corruption, the National Library, the National Observatory for Human Development, the Jewish Museum, the League of Muslim Scholars, Boujaid Development Durable, and Euaglobe. Lectures and discussions for this course generally include the following topics:

Culture and Society
Political and aesthetic views in daily life; musical traditions and current preferences; Morocco’s educational system; dynamics of multilingualism; political actions of civil society; Berber and Arab culture; social issues; class interactions; Moroccan artisanal crafts; Moroccan folklore.

Politics and Human Rights
History of Morocco; the monarchy and modernization; Morocco’s role in the Middle East and Africa; Morocco-US relations; role of social movements and civil society in Morocco’s democratization process; current political challenges; human rights issues; economic globalization; media and politics; the Sahara question; dynamic between Islamic and French law.

Religion
Role of Islam in contemporary politics and daily life; secular and religious interpretations of Islam; Sufi revivals; Jihad and political Islam; extremism and terrorism; role of religious scholars; religious brotherhoods; religious spaces; Moroccan Judaism; women and Islam.

Gender Issues
Women’s role in contemporary Morocco; conditions of women in rural and urban Morocco; šīhkāt (female performers); female space; Moroccan feminism; the Family Code (Moudawana); women in politics.

Educational Excursions
The program features excursions to the imperial cities of Meknès, Volubilis, and Fès; the Middle Atlas, the Southern Palm Tree Valleys, the Erg and Himada Deserts, the High Atlas, Marrakech, and Essaouira; Casablanca; and visits to universities and nongovernmental organizations throughout Morocco. These excursions are designed to give students an understanding of Morocco’s rich cultural, historical, and ecological diversity.

Rural Visit
To afford direct knowledge of rural life, students live for one week in a rural village. Village conditions are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Moroccans and experience many of the development challenges facing remote areas in Morocco.

Intensive Language Study: Arabic
ARAB 1000-3000 / 6 credits / 90 class hours
Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning or intermediate classes, with further language practice of spoken Moroccan Arabic (darja) in homestays, lectures, and field visits. An introduction to Berber, the Moroccan Arabic dialect, and Arabic calligraphy are also part of the course.
Senegal
National Identity and the Arts

Credits 17
Program Base Dakar
Language Study French, Wolof
Homestay Dakar, 6 weeks
Rural Visit/Homestays Wolof village, 4 days; eastern Senegal, 5 days

Educational Excursions Gorée Island, Saint-Louis, eastern Senegal, Petite Côte
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level French or equivalent and the ability to follow coursework in French, as assessed by SIT.

National Identity and the Arts Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted primarily in French, with required readings, examining the prominent role played by the performing and visual arts in shaping Senegalese society and identity. Resources utilized in the delivery of course content include Université Cheikh Anta Diop (University of Dakar), the Senegalese Ministry of Culture, the Media Centre of Dakar, and the Réseau Africain du Développement Intégré (RADI). Lectures and discussions for this course generally include the following topics:

Senegalese Identity
Role of Islam in Senegalese life; general history of Senegal from the slave trade to the present; gender, law, and civil society in Senegal; national cultural policy from Senghor to the present; the role of the griot in Senegalese society; history and heritage of Saint-Louis; the place of Saint-Louis in Senegalese literature; Senegalese cinema and theater; educational system in Senegal; the role of the crisis in the Casamance in recent Senegalese politics; microcredit and development in Senegal.

Arts and Culture
Workshops in traditional and modern Senegalese dance and djembe. Choice of additional workshops in batik, ceramics, bronze sculpture, or glass painting. Musical training in traditional Senegalese instruments such as the kora, tam-tam, and djembe.

Educational Excursions
The program includes field visits to Gorée Island, Saint-Louis, eastern Senegal, and the Petite Côte. Optional visits include Keur Moussa Benedictine Monastery and Bandia Game Park.

Rural Visit
To afford direct knowledge of rural life, participants live for four or five days in two different rural settings. Village conditions are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Senegalese.

Intensive Language Study: French
FREN 2000-3000 / 3 credits / 45 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, workshops, lectures, and field visits.

Intensive Language Study: Wolof
WOLO 1000 / 2 credits / 30 class hours
Emphasis on beginning oral comprehension skills through classroom and field instruction. Language practice with host families during the homestays augments formal instruction.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
Conducted primarily in English, this is a course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 hours
Conducted in Dakar or in another approved location appropriate to the project. Sample topic areas: ethnomusicology and study of traditional instruments; role of dance in the ceremonies of the Serer; social meaning of traditional dress in modern Senegal; industrial and traditional fabric dying and design; griots (musicians, historians, royal advisors); Senegalese film as a cultural statement; the work of the Sorano National Theater; the artists of Gorée Island; cultural identity and religion; the Tama, the talking drum; women and craft production; contemporary Senegalese music.

Homestay
Six weeks in Dakar and two four- or five-day rural homestays. Other accommodations during the program include guest houses, educational institutions, or small hotels.

Understanding Rural Communities
Witnessing the dramatic contrasts between urban and rural life serves to illustrate the complexities of contemporary Senegal. An excursion to Kedougou, a rural town surrounded by villages of six different ethnic groups, challenges students to use powers of observation, cross-cultural communication, and flexibility to learn as much about their homestay families and host ethnic group as they can. For three days, with limited linguistic compatibility, students share in the community’s reliance on the environment for their livelihood and create unexpected relationships. They return to their home base in the capital city of Dakar with a deeper understanding of the cultures in this African nation.
Community Health and Social Policy Seminar
IPBH 3000 / 8 credits / 120 class hours
An interdisciplinary course conducted in English, with required readings, examining primary health care concerns from a South African perspective. Students explore the relationship between primary, district, and tertiary health care services. Lecturers are drawn from institutions such as the University of KwaZulu-Natal, the Amatikulu Primary Health Training Centre, and the South African AIDS Foundation. Lectures and discussions for this course generally include the following topics:

South African Culture and Social Policy
Social and political history of South Africa; education and urbanization; traditional and contemporary social structures; population and demography; local politics and administration; human and physical geography; gender roles; ethnic diversity and political identity.

Community Health
Health policy in South Africa; health issues in rural and urban areas; health care risks for specific segments of the population; traditional medicine; health care facilities in urban and rural areas; health care providers; community health care projects; sociological aspects of HIV/AIDS; economic and sociological consequences of health care crises; health and welfare in a community context; risk assessment and treatment programs; public health education; reproductive health; private practice and entrepreneurship in health and welfare systems; contemporary health care concerns; women and food security; orphaned and vulnerable children, and research institutions centered on women and reproductive health.

Educational Excursions
The program includes educational excursions to Johannesburg and several areas in urban and rural KwaZulu-Natal. Visits and seminars feature interaction with health institutions initiated by nongovernmental organizations, missionary organizations, and government clinics and centers.

Rural Visits
To afford direct knowledge of South African rural issues, students visit rural settings and participate in three short village stays in Pondoland and greater KwaZulu-Natal. Village conditions are basic, frequently without running water or electricity, and provide an invaluable opportunity to learn from rural South Africans.

Intensive Language Study: Zulu
ZULU 1000 / 2 credits / 30 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Practice with host family members during the homestays augments formal instruction.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Durban or in another approved location appropriate to the project. Sample topic areas: prenatal health care; sociological consequences of HIV/AIDS; public health education campaigns; sustainable development and health care; local attitudes about access to health care facilities; indigenous healing practices; music and its effects on HIV-positive South Africans; mental health issues and available health care; reproductive health in rural South Africa.

Homestay
Five weeks with families in the Durban area and three short rural homestays in Gwexintaba, Impendle, and Amatikulu villages. Other accommodations during the program include hostels, private homes, or small hotels.

Traditional and Allopathic Approaches to Health
Durban, where health services range from traditional healers to state-of-the-art hospitals, faces public health challenges of immense proportions. Prime for many human diseases due to its climate and social demographics, Durban lies near the epicenter of southern Africa’s HIV pandemic. Cultural views on health and varying levels of health education influence access to and acceptance of public health services. The setting challenges students to articulate these complexities in a balanced and honest way. They learn to be critical consumers of medical research papers and media reports on health. They are also encouraged to think more broadly about the perceived dichotomy between Western and traditional medical practice.
South Africa
Multiculturalism and Human Rights

Credits 16
Program Base Cape Town
Language Study Xhosa
Homestays Cape Town: Langa Township, 4 weeks; Bo-Kaap, 1 week; Stellenbosch, 1 week
Rural Visit/Homestay Western Cape, 1 week

Educational Excursions
Johannesburg, Stellenbosch, and various destinations in the eastern part of the Western Cape
Independent Study Project 4 weeks
Prerequisites None

Multiculturalism and Human Rights Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the current sociopolitical debates surrounding South Africa’s multicultural society in the context of the country’s history of colonialism and conquest, slavery and oppression, and apartheid and racism. Lecturers are drawn from institutions such as the University College in Cape Town, Stellenbosch University, and the Institute for Democracy in South Africa (IDASA). Lectures and discussions for this course generally include the following topics:

Politics and Human Rights
Precolonial and colonial history; slavery and its legacy; land expropriation and development of ethnic homelands; the landscape of apartheid; racial classification and the solidification of racial identities; resistance to apartheid including Black consciousness, military struggle, and the mobilization of youth; forced removals and the fragmentation of community; land tenure and indigenous land claims.

Multiculturalism and Social Change
Race and racism; oral testimony and the recovery of memory; collective guilt and responsibility; truth telling, the Truth and Reconciliation Commission, and nation healing; xenophobia; crisis in education; gender inequality; structural inequalities and social justice; Koekkoek and indigenous rights; crime, youth, and gangs; destigmatizing HIV/AIDS; youth and youth culture; social identities in transformation; grass roots activism and the work of nongovernmental organizations.

Governance, Politics, and the Constitution
The South African Bill of Rights and the Constitution of 1996; affirmative action and employment equity; educational reform; health sector reform; contemporary politics and the state of democracy in the nation.

Exploring Complex Questions
Archbishop Desmond Tutu coined the term “Rainbow Nation” to describe the new democratic South Africa, a country of 47 million people, 33 ethnic groups, and 11 official languages. The image connotes harmony within diversity, but also raises complex questions, including: How does the country manage its brutal history of colonialism, slavery, and apartheid? Can a Truth and Reconciliation Commission, affirmative action policies, and an ultraprogressive constitution create an effective multicultural society? Is South Africa moving toward its constitutional goals of a nonracist and nonsexist society? Cape Town, a former slave trade port and current multicultural hub emerging from the deep divisions of apartheid, is the setting as students explore the realities and the potential for positive social change.
South Africa
Social and Political Transformation

Credits 16
Program Base Durban
Language Study Zulu
Homestays Three in the greater Durban area, 7 weeks
Rural Visit/Homestay 10 days

Educational Excursions Johannesburg, Cape Town, southern and northern KwaZulu-Natal
Independent Study Project 4 weeks
Prerequisites None

Social and Political Transformation Seminar
AFRS 3000 / 8 credits / 120 class hours
An interdisciplinary course conducted in English, with required readings, examining the historical background of South Africa’s apartheid system; contemporary developments leading to the dismantling of that system; visions for post-apartheid South Africa; and the political, economic, and social structure of a future South Africa. The course also examines the anthropological and cultural composition of a future South African society. Resources utilized in the delivery of course content include the PEACE Foundation, Phoenix Zululand, and The Valley Trust. Lectures and discussions, emphasizing issues in KwaZulu-Natal, generally include:

Political, Economic, and Social Landscape
A frame of reference for the examination of social and political transformation in South Africa. Topics include South African political economy; unemployment and poverty; land rights; civil society; gender; education in South Africa.

Development: Theory and Practice
Overview of approaches to development and contemporary South African development policy; the informal sector; rural and agricultural development; participation in development; service delivery; ecotourism; gender; HIV/AIDS; skills development.

Reconciliation: Opportunities and Challenges
Peacebuilding: the Truth and Reconciliation Commission; the concept of ubuntu: violence and ethnicity; discrimination and xenophobia; party politics; racial identity; revisiting race, class, and ethnicity; South Africa’s role in conflict resolution and peacekeeping; process of healing the memories of apartheid.

Educational Excursions
Johannesburg, Cape Town, southern and northern KwaZulu-Natal

Homestay
Seven weeks in the Durban area, including five weeks with Zulu-speaking families; one week with Indian families; and one week with mixed-race “colored” families. There is also a 10-day rural homestay with Zulu-speaking families. Other accommodations during the program may include hostels, private homes, or small hotels.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Durban or in another approved location appropriate to the project. Students may choose to complete either an Independent Study Project or a practicum paper resulting from an internship with an affiliate organization working in social and/or political transformation. Sample topic areas: AIDS in South Africa; peace efforts in KwaZulu-Natal; democracy as seen by South Africans; education policy reform and implementation; the prison system in South Africa; prenatal and primary health care; independent churches and religion; trade unions and the ANC alliance; township jazz and political resistance; land reform; Zulu traditional healing and Western medicine; Afrikaner identity.

Communities Advocating for Social Rights
Among the numerous community organizations with which the program interacts is South Africa’s largest social movement, the Abahlali base Mjondolo (the Shack Dwellers’ Movement). Students have the opportunity to meet one-on-one with members of the Kennedy Road shack settlement. The experience puts names, faces, and life stories to issues regularly seen in the news. Residents fight for rights in the face of government efforts to push poverty outside city limits. As one student described: “What was very real to me was how brave these people are: to stand up and march and keep marching, and then at the end of the day to come home to the four walls you yourself have put together of corrugated iron and cardboard.”
Tanzania
Wildlife Conservation and Political Ecology

Credits 16
Program Base Arusha
Language Study Swahili
Homestay Arusha, 3 weeks
Rural Homestay Maasai village, 1 week
Educational Excursions Serengeti National Park, Ngorongoro Crater, Tarangire National Park, Lake Manyara National Park, Mazumbai Forest Reserve, Ndarakwai Ranch, Eastern Arc mountains

Environmental Components Savannah and tropical rainforest ecology; protected-area management and human wildlife interface; wildlife conservation and development
Independent Study Project 4 weeks
Prerequisites Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, sociology, anthropology, international relations, or related fields, as assessed by SIT.

Wildlife Conservation and Political Ecology Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining the relationships between socioeconomic objectives, ecological parameters, and cultural transitions from multi-scale/actor perspectives in various Tanzanian landscapes. Lecturers are drawn from institutions such as the Sokoine University of Agriculture, the Tanzania Wildlife Research Institute, and various nongovernmental organizations. Lectures and discussions for this course generally include the following topics:

- Tanzanian Cultures and Society
  - Precoliconal and colonial history; contemporary political and economic issues; the development discourse; cultural anthropology; human and physical geography.

- Wildlife and Conservation
  - Ecological zones of Tanzania; patterns of wildlife abundance and diversity; deforestation, soil erosion, and water catchment issues; management of national parks, reserves, and game-controlled areas; animal behavior and ecology; impact of economic development and tourism on anthropogenic landscapes; conservation education; poaching and hunting; environmental law and policymaking; natural resource management.

- Educational Excursions
  - The program includes excursions to national parks and conservation areas such as Serengeti, Tarangire, and Lake Manyara National Parks; Ngorongoro Crater Conservation Area; Mazumbai Forest Reserve; Ndarakwai Ranch; Lolondo Game Controlled Area; and Enashiva Nature Reserve.

- Rural Visit
  - To afford direct knowledge of Tanzanian rural life, participants live for one week in a rural Maasai setting. Village conditions are basic, with no electricity or running water, and provide an invaluable opportunity to learn about the transitional culture of the Maasai.

Intensive Language Study: Swahili
SWAH 1000-2000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning classes, with further language practice during homestays, lectures, and excursions.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/ SIT Human Subjects Review Policy. Specific social field study methods include designing research projects; writing a research proposal; interviewing; surveys; participatory rural appraisal techniques; maintaining a field study journal; and statistical analysis of data sets. Specific ecological field study methods include micro- and macrohabitat analysis; wildlife population sampling and analysis; fauna and flora identification; animal behavior; Geographic Information Systems and statistical analysis of data sets.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Arusha, Moshi, or surrounding areas or, with program approval, in other parts of Tanzania. Sample topic areas: impact of tourism on the natural environment or cultures; management options in designated wildlife areas; environmental education; soil conservation in Mayo Village; wildlife-livestock disease interactions in the Kwakuchinja corridor; behavior of Colobus guereza in Sagara Forest; canopy and habitat use in sympatric primate species; modernized farming methods in Mgambo; Kibosho youths’ views on population and the environment; vegetation analysis of elephant damage at Ndarakwai Ranch.

Note: Because of restrictions on fieldwork in Tanzania, participants should expect to spend all or most of the Independent Study Project outside the boundaries of Tanzania’s national parks.

Homestay
Three weeks in a peri-urban area near Arusha and one week in a Maasai village. Other accommodations during the program include hostels, private homes, small hotels, and 33 nights of camping.

Location and Scale
“Scale” and “location” serve as dual focal points that link assignments and experiences in this program. The semester challenges students to see how changes in these two parameters affect the answers to thought-provoking questions, including: “What is poorness?” and “How are organisms distributed in space and time?” Student learning encompasses diverse spaces, develops multi-scale analysis, and increases sensitivity to social and power relationships. Students explore a series of landscapes designed to illustrate a variety of locations and scale—from small tropical forests (Mazumbai) to Tarangire National Park to the 25,000-square-kilometer Serengeti-Ngorongoro Ecological Unit. Students identify and locate resources, examine methodologies in the acquisition of knowledge, question if and how to incorporate these new forms of knowledge, and make ethical decisions in the gathering and dissemination of information.
Coastal Ecology and Natural Resource Management Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining coastal ecology and natural resource management in Zanzibar, Pemba, and coastal Tanzania. Lecturers are drawn from institutions such as the University of Dar es Salaam and its affiliate, the Institute of Marine Sciences in Zanzibar. Lectures and discussions for this course generally include the following topics:

Zanzibari Culture and Society
Pre-colonial and colonial history; contemporary political and economic issues; rural development and appropriate technology; cultural anthropology; human and physical geography; Islam and society; role of women in Islam.

Coastal Resource Management
Coastal zone management; fisheries resources; mangroves; seaweed; environmental law and policymaking; biodiversity; basic oceanography; coastal erosion; conservation strategies; coral reefs; coastal forests; development and urban pollution; the role of conservation and environmental education in relation to tourism in Zanzibar.

Coral Reef Conservation
Analysis of marine systems including the ecology and interdependence of corals, seagrass, and mangrove systems of the Indian Ocean; coral identification; examples of symbiosis in coral communities; fish of the Indian Ocean; migration and distribution of animals; threats to coral reefs; the relationship between coral reefs and coastal communities; evaluating the health of coral communities.

Educational Excursions
The program includes excursions to Pemba Island, Misali Island Conservation Area, Chumbe Island Coral Park Ecotourism Project and Reserve, Jozani Forest, Mikumi National Park, Zanzibar Butterfly Centre, and other areas of environmental and cultural interest.

Intensive Language Study: Swahili
SWAH 1000-2000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive beginning and intermediate classes, with further language practice in homestays, lectures, and field visits.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data in order to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies include designing a portfolio research project; interviewing; surveys; maintaining a field journal. Specific ecological field study methods may include micro- and macro-habitat analysis; fauna and flora identification; biodiversity monitoring; population analysis; and animal behavior.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted on the Zanzibar archipelago or in another approved Tanzanian coastal location. Sample topic areas: turtle conservation on Misali Island; oral histories of a Zanzibari fishing village; a survey of invasive species in Jozani Forest; environmental impact of hotels in Unguja; a survey of coral genera on Chumbe Island; a survey of red colobus monkey migration corridors; ecological impacts of salt farming; environmental education in local schools; urban water use in Pemba; feasibility and impacts of seasonal closure of an octopus fishery; an assessment of community-based ecological monitoring.

Homestay
Two weeks with a Swahili family in Stone Town, Zanzibar, and seven nights with a family on Pemba Island. Other accommodations during the program include guest houses, small hotels, and university housing. In some semesters, the group may do some camping.

Walking out to the seaweed farms in Msuka during a Pemba Island excursion for environmental field study assignments. Photo by Julie Erickson.
Emerging Identities in North Africa Seminar
MDIS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the intersections among Western-style capitalism, increased globalization, and the social, economic, and political development of Tunisia. Resources utilized in the delivery of course content include Centre d’Etudes Maghrébines de Tunis (CEMAT) and AMIDEAST. Lectures and discussions for this course generally include the following topics:

**Tunisian Culture and Society**
Contemporary Tunisian society; history and colonial legacies; development of the modern Tunisian state; the Maghreb Union (UMA); multilingualism; women’s rights; secularism versus Islam; Arab nationalism; the impact of mass tourism on local culture.

**Mass Media and Popular Culture**
Shared Arab identity; the al-Jazeera phenomenon and North African audiences; stereotypical representations of the West in the Arab press; Star Wars in Tunisia; freedom of the press, censorship, and the public sphere; Islam online; pop music; soccer and sports.

**Youth and Identity Issues**
Unemployment and youth discontent; youth and Islam; traditional family roles and obligations; alienation versus integration; changing family dynamics; technology and blogging; youth activism and political participation; consumerism; urbanization and the hitlista; hip-hop culture and social expression; youth and emigration; gender perception in the public sphere.

**Social Movements and Identity in North Africa**
Islamist movements in North Africa; the rise of the FIS (Front Islamique de Salut) in Algeria; feminist movements in Tunisia and Morocco; human rights movements in North Africa; identity and social change in Libya; ethnicity and national identity in the Maghreb; cultural mutations in Maghreb societies.

**Educational Excursions**
The Tunisia program includes educational excursions and other field-based activities designed to complement classroom study. Two weeklong excursions take students to the southern areas of Tunisia, including Matmata, Djerba, Tozeur, and Kairawan as well as to the northern Mediterranean Coast. These excursions highlight Tunisia’s place at the crossroads of many civilizations throughout history, including Phoenician, Roman, Berber, Arab, and European. In addition to the longer excursions, several short field trips are planned within Tunisia and the Cap Bon region, including Nabeul, the ceramics capital of the country, and Hammamet, a popular holiday resort, where students observe firsthand the impact of mass tourism on traditional lifestyles.

**Intensive Language Study: Arabic**
ARAB 1000-3000 / 4 credits / 60 class hours
Students have the option to study either Tunisian Colloquial Arabic or Modern Standard Arabic. The Tunisian Arabic course emphasizes daily communication, with reinforcement in homestays and field visits. The Modern Standard Arabic course focuses on speaking, reading, and writing skills through classroom instruction. Students are placed in beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

**Identity and Modernity**
More forcefully perhaps than any other Arab country, Tunisia has opted since independence for the modernization of its economy and society as a strategic political choice. Today it embraces modernization’s latest form, globalization, evident in recent changes in popular culture. Though some social groups have resisted this choice in the name of authenticity, others have embraced it, prompting a lively, ongoing debate on what constitutes Tunisian identity. As part of the semester, students confront this complexity in numerous ways, such as when they hear two young women, one wearing the veil and the other not, claiming genuine Arab identity.
Development Studies Seminar
AFRS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the current concepts and debates in the development studies field, with particular emphasis on the present-day cultural, economic, political, and social realities in Uganda. Lectures and discussions are led primarily by professors from Makerere University, the Uganda Change Agent Association, and Sustainable Empowerment for Economic Development. Lectures and discussions for this course generally include the following topics:

Ugandan Culture and Society
Precolonial, colonial, and postcolonial history; contemporary political and economic issues; Uganda’s geography, ethnic groups, and crisis of development.

Development Studies
This section of the course is divided into three parts. The first part includes the theoretical framework and general introduction to development studies. The second part covers the thematic areas of contemporary development issues of social service delivery, rural and urban development. Indigenous knowledge, appropriate technology, resource allocation, planning and project evaluation, governance and development, multinationals organizations, and nongovernmental organizations. In the third part, students further their studies by selecting one of the following in-depth study units: gender and development; human rights and development; public health and development; or grassroots, microfinance, and entrepreneurship development. These units are hosted and conducted by experts in these fields.

Educational Excursions
Educational excursions supplement the thematic seminar. Students carry out field visits to development organizations and associations with ongoing projects to allow firsthand examination of rural and urban development initiatives. These may include the AIDS Support Organization, Action Aid International, Mwanamagimu Nutritional Unit, Child Restoration Outreach, Oruchinga Refugee Settlement, UN Millennium Village Project, the Republic of Uganda Parliament, Kasubi tombs, the Buganda Parliament, and a traditional medicine clinic at Rukararwe.

Rural Visit
To afford direct knowledge of Ugandan rural life, participants live for one week in a rural setting. Living conditions in the village are basic, frequently with no electricity or running water, and provide an invaluable opportunity to learn from rural Ugandans.

Intensive Language Study: Luganda
LUGA 1000 / 2 credits / 30 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instruction is offered two hours daily in Kampala. Language practice during the homestay, field visits, and during day-to-day interactions augments formal instruction and prepares the students for their development practica.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
This course covers concepts of learning across cultures and from field experience. Field study seminars include “Introduction to the Development Practicum” and traditional research methods such as developing skills in observation and interviewing; gathering, analyzing, organizing, and communicating data; developing contacts and finding resources. The field-based (nontraditional) methods include rapid rural appraisal; participatory rural appraisal; cross-cultural adaptation and skills building; and project selection and refinement. Special attention is paid to field study ethics and the World Learning/SIT Human Subjects Review Policy.

Development Practicum
PRAC 3000 / 6 credits / 180 class hours
Each student selects a development organization with which to complete a six-week Development Practicum. The practicum can be completed in Kampala or other areas of Uganda with organizations engaged in a broad spectrum of development projects. The practicum helps to integrate the information gained through the Development Studies Seminar and the Field Study Seminar and provides the opportunity to analyze development theories in a practical setting. A final paper and oral presentation evaluating the project, as well as the student’s role within the organization, complete the practicum.

Homestay
Six weeks in Kampala and one week in a rural area of eastern Uganda. During the homestay, students engage with families and community members to learn about different development issues. Other accommodations during the program include hostels, guest houses, or small hotels.

A once-turbulent nation with a fast-growing economy, Uganda has made significant strides in areas such as women’s rights and grassroots development. Photo by Ann Lee Omondi.
Uganda/Rwanda
Post-Conflict Transformation

Credits 16
Program Bases Kampala and Kigali
Homestays Gulu and Kigali, 2 weeks each
Rural Visit 3–4 days in each country
Educational Excursions Gulu, Butare

Independent Study Project 4 weeks
Prerequisites Although there are no prerequisites, students should have an understanding of conflict theories and exhibit the sensitivity and maturity required to deal with these difficult and intense subjects. An interview may be required prior to acceptance.

Post-Conflict Transformation Seminar
PEAC 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining contemporary theories of conflict resolution, reconciliation, and redevelopment in the context of the long-running civil war in northern Uganda and the 1994 Rwanda genocide. Resources utilized in the delivery of course content include the Center for Conflict Management at the National University of Rwanda and the Institute for Peace and Strategic Studies at Gulu University. Lectures and discussions for this course generally include:

Sociopolitical History of Uganda and Rwanda
Settlement and early history; traditional social and political organization; policies and political upheavals of the colonial era; cultural and political reconfiguration during independence movements; traditional systems in the face of conflict; post-conflict politics in Rwanda; constitutional reforms in Uganda; post-conflict state building.

Lake Victoria Basin Conflict Dynamics
International dimensions of conflict; actors and agents in the Rwandan genocide; the role of media in conflict; critical analysis of the Amín era in Uganda; root causes and warning signs; portraying conflict and its causes; displaced persons and refugees; resettlement and relocation due to conflict; economic and social impacts of large-scale conflicts; international media coverage and global understanding.

Conflict Resolution and Prevention
Stages of conflict and genocide; local and international responses to conflict: the role of the International Criminal Court and international tribunals; justice at local and national levels; the role of Gacaca in Rwandan reconciliation; reintegration of former child soldiers in Uganda; analysis of peace negotiations; post-conflict education and training programs; the effectiveness of messaging in museums, memorials, and outreach programs.

Educational Excursions
From each of the four main program locations—Gulu, Kampala, Butare, and Kigali—the program engages in a number of short excursions that are designed to complement classroom discussion and field-based educational activities including the Independent Study Project. These experiences enhance students’ understanding of the region by allowing them to engage firsthand with critical issues in reconciliation and redevelopment, and to apply concepts introduced through their coursework.

Rural Visit
To afford direct knowledge of Ugandan and Rwandan rural life, program participants will spend three to four days living in rural communities in each country. Living conditions are basic, frequently without electricity or running water, and provide an invaluable opportunity to learn from rural people in Uganda and Rwanda.

National and Ethnic Identity Seminar
AFRS 3500 / 4 credits / 60 class hours
This seminar examines the cultural values, history, and evolution of national and ethnic identities in Rwanda and Uganda. Topics include contemporary and historical influences on identity; contemporary cultural values; communication styles; age structures and respect; views of foreigners; the role of national identity in reconciliation; clanship and ethnicity; the role of language in identity; nonformal cultural education; marriage, family, and ethnicity; concepts of community. Introductory Kinyarwanda and Acholi language will be featured.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a field journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Kampala, Kigali, or in another approved location appropriate to the project. All topics must be approved by the academic director and local review boards to ensure ethical compliance. Sensitive topics, particularly those that would require extensive interviews with genocide survivors or victims of violence, will not be allowed. Projects done in Rwanda will require special permission and support of local organizations. Sample topic areas include: migration in northern Uganda; economic disparity among returned Rwandans; the planned role of genocide memorials in reconciliation; peace camp curriculum; language use in contemporary Rwanda; national holidays and celebrations as markers of identity development; local perspectives on peace negotiations; print and radio coverage of conflict in Uganda; traditional political structures; economic dimensions of conflict.

Homestay
Two weeks in Gulu and two weeks in Kigali. Other accommodations during the program include hostels, guest houses, or small hotels.
“[SIT Study Abroad] brought a new perspective to my undergraduate degree in sociology. I was able to utilize my major and learn more about development at the same time. The experience I take from my time in India will be a focal point to my future in my academic career.”

Christopher Widmer, Wartburg College
India: Sustainable Development and Social Change

An educational excursion on the Australia: Sustainability and Environmental Action program includes a tour focusing on sustainable housing. Photo by Ryan Locke.
**Rainforest, Reef, and Cultural Ecology Seminar**

**ENVI 3000 / 6 credits / 90 class hours**

An interdisciplinary course with lectures, discussions, and required readings that develop students’ knowledge and appreciation of the species- and systems-level ecological patterns, processes, and human influences affecting the Wet Tropics and Great Barrier Reef bioregions. Resources utilized in the delivery of course content may include the Lizard Island Research Station, Wet Tropics Management Authority, and Aboriginal elders. Lectures and discussions for this course generally include the following topics:

**Marine Ecology**

- The evolution and geomorphology of the Great Barrier Reef; biology and ecology of coral reef invertebrates, reef fishes, and nearshore environments; relationships between fishing, tourism, the economy, and the conservation of coral reef environments.

**Rainforest Ecology**

- Ecology and evolution of Australian rainforests from Gondwana to the present; plant-animal adaptation and interactions; speciation processes and biogeography of the Wet Tropics; structural classification of rainforest systems; landscape ecology and conservation biology; application of ecological principles to rainforest conservation; role of ecology in conservation issues, organization, and activism.

**Aboriginal Conceptions of the Natural Environment**

- Aboriginal worldview and perceptions of land and the environment; land rights and the role of traditional ecological knowledge in sustainable management of protected areas in northern Queensland; traditional lifestyles and contemporary challenges; ethnobotany; white perceptions of contemporary Aboriginal issues; Aboriginal cultural survival.

**Conservation Biology and Environmental Philosophy**

- Environmental values; conservation ethics; traditional and contemporary human involvement with nature; conservation politics; history of the environmental movement; nature conservation strategies; economics and utilitarianism in conservation debates.

**Educational Excursions**

The program includes extensive field excursions to a wide array of ecologically significant sites in the Great Barrier Reef and Wet Tropics World Heritage areas, as well as the Outback. Field excursions to marine, coastal, and upland habitats emphasize a synthetic approach to observing the influence of biophysical factors on both natural and human-dominated systems. In addition to investigating the biodiversity of the rainforest and reef, students explore cultural considerations and perspectives of Aboriginal traditional owners during course excursions.

**Environmental Field Study Seminar**

**ENVI 3500 / 4 credits / 60 class hours**

A course in research methods in both the social and natural sciences. The main focus is on learning how to collect, analyze, integrate, and report social and ecological data. Students will develop the capacity for critical understanding and evaluation of program-related environmental issues.

- The seminar is a springboard for the Independent Study Project, which includes consideration of field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies include designing and implementing reef and rainforest research projects; writing a research proposal; research proposal; reviewing; surveying; maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population analysis; animal behavior; climatic analysis; remote sensing.

**Independent Study Project**

**ISPR 3000 / 6 credits / 180 class hours**

Conducted in an approved location appropriate to the project. Sample topic areas: the feeding behavior of the platypus; recovery of coral deposits from temperature-induced stress; feeding ecology of coral reef fishes; integrated catchment management; reforestation corridors as habitat; conservation issues affecting koalas and Tasmanian devils; wet sclerophyll fire regimes; environmental education; effects of education on public perceptions of flying foxes; acoustic conditioning of coral reef fishes.

**Homestay**

Two weeks in Cairns, designed to help students become familiar with the people and places of the district and prepare them for the intensive field units that follow. Other accommodations during the program include hostels, small hotels, and campsites.

**Cultural Dynamics in Northern Queensland**

In a small stretch of Northeast Queensland, students encounter a bioregion that has been recognized internationally for its natural and cultural significance. Site of the Great Barrier Reef and Wet Tropics World Heritage areas, this landscape is home to Australia’s only rainforest Aboriginal people, with an oral tradition dating back almost 10,000 years. Settlement and development over the last 150 years has threatened both Aboriginal cultural survival and the natural environment. This program seeks to understand how ecological and cultural components contribute to the heritage of the region, and to explore ways for preserving these environments and the cultures embedded in them.
Sustainability and Environmental Action Seminar
ENVI 3000 / 8 credits / 120 class hours
An interdisciplinary course focusing on an analysis of efforts to pursue sustainability in Australia. The course is designed to empower students to make a positive contribution to making societies more sustainable. Resources utilized in the delivery of course content may include Sustainable Futures Australia, ERDA Institute, and Aboriginal elders. Lectures and discussions for this course generally include the following topics:

The Natural Environment
Climate, geology, soils, geomorphology, and ecosystems of Australia and selected regions; coastal processes; ecological processes and biodiversity; environmental limits on development; ecological history of Australia and its peoples.

Environmental Philosophy and Ethics
Environmental paradigms; ethics; history of the environmental movement; social justice and the environment; the nature of social change; sense of place.

Aboriginal Relationships to the Land
Indigenous ecological knowledge; Aboriginal worldview; traditional and contemporary Aboriginal environmental management; Aboriginal impact on the environment.

Sustainability
Climate change; arithmetic of population growth and resource use; environmental decision making; sustainable agriculture and permaculture; sustainable building design; sustainable energy; forestry; tourism; waste management; social change; nature conservation and park management.

Educational Excursions
Most of the teaching and learning on this program occurs in the field and in interactive workshops in natural locations. A series of one-day field trips around northern New South Wales includes visits to World Heritage sites, subtropical rainforests, coastal areas, organic farms, permaculture education centers, alternative energy companies, waste disposal sites, and sustainably designed houses and residential developments. On the first of three weeklong field trips, students travel and camp with Aborigines and experience their connection to their land. On the second excursion, students study urban sustainability issues in Melbourne, Australia’s second-largest city, before moving on to the magnificent wilderness state of Tasmania, where students examine forestry, hydroelectricity, tourism, and nature conservation while visiting some of the most extensive areas of temperate rainforest in the world. The third excursion goes to the Cooloola section of Great Sandy National Park, where students examine a unique natural environment of sand dunes and tall subtropical rainforest growing on sand, as well as mining, forestry, tourism, and nature conservation.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 6 credits / 180 class hours
Conducted in northern New South Wales or in another approved location appropriate to the project. Sample topic areas: effect of dolphin feeding on environmental perceptions of tourists; permaculture as an alternative to traditional agriculture; ethics of scientific research on Aboriginal land; creating effective urban community gardens; effect of human disturbance on endangered fauna; sustainable housing; why farmers choose to convert to organic agriculture; the role of art in promoting sustainability; conceptions of wilderness in Tasmania.

Homestay
Two weeks in Lismore, New South Wales, or in surrounding areas. Other accommodations during the program include apartments, hostels, lodges, and campsites.

Empowering Students to Work for Sustainable Societies
Australia provides an ideal setting to study sustainability because it has already begun to suffer serious impacts from global climate change. Its political and social systems are also similar enough to those of the United States to allow ready comparisons to be made. For example, Australia has already begun to introduce a cap and trade scheme for greenhouse gas emissions, and the lessons learned from this can inform the introduction of such a system in the United States. Students are exposed to the true dimensions of environmental problems and experience innovative solutions to these problems firsthand. They are thus inspired to take action to become a positive force for change upon their return home.
China
Chinese Culture and Ethnic Minorities

Credits 16
Program Base Kunming
Language Study Mandarin
Homestay Kunming, 2 weeks
Rural Visit/Homestay Shaxi, 4–5 nights

Educational Excursions Dali, Lijiang, Tibetan areas of Zhongdian and other less visited rural minority locations, Beijing, and the Great Wall
Independent Study Project 4 weeks
Prerequisites None

Chinese Culture and Ethnic Minorities Seminar
ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining China’s cultural complexity and the key social, historical, and cultural factors shaping and sustaining China’s minority communities. Lectures are drawn from institutions such as Yunnan Nationalities University, The Yunnan Arts Institute, The Yunnan Traditional Medicine Hospital, and the Lijiang Dongba Cultural Research Institute. Lectures and discussions for this course generally include the following topics:

Social Issues and Humanities
Regions, provinces, and autonomous regions of China; environmental systems management; recent economic reforms; the relationship between state and free-market economies; health care systems and traditional medicine; acupuncture; taiji; social structures of daily life; women in the workplace; calligraphy, painting, and musical traditions; relationship between art and poetry; function and heritage of architecture in traditional Chinese cultures.

Minority Issues
Origins and classification of China’s ethnic peoples; government policies regarding minority nationalities; education and assimilation; oral and literary traditions; customs and indigenous spiritual practices; shamanistic heritage of the Naxi; reemergence of Dongba culture; matriarchal systems among the Mosuo; role of women among the Hui; influences of Bai and Tibetan culture in northwestern Yunnan; environmental ethos of the Dai people of Xishuangbanna; representation of China’s “peripheral peoples.”

History and Religions
China’s entry into the modern era and the development of the People’s Republic; political trends in modern China; Chinese foreign policy; role of foreign trade zones; China’s “open door” policy; influence of religion on Chinese culture; traditional religious systems of minority nationalities; religious heritage of Confucianism, Daoism, and Buddhism in Chinese historical development.

Intensive Language Study: Mandarin
CHIN 1000-3000 / 6 credits / 90 class hours
Emphasis on speaking and comprehension skills, as well as introductory reading skills, through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Language instructors are certified in teaching Chinese as a foreign language and use a variety of interactive communication-based language teaching techniques. Additional language study for credit is available during the Independent Study Project period in lieu of the traditional ISP.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Access to Minority Cultures
Yunnan, home to 25 of China’s 56 officially recognized minority groups, provides an exceptional opportunity to explore the complex diversity of the Chinese population and develop students’ comprehension of key social, historical, and cultural issues. SIT Study Abroad students live alongside minority students at Yunnan Nationalities University, share homes with minority families, and learn from experts, often on-site at locations such as nongovernmental organizations, temples, or rural farming communities.
Social Change and Ethnic Identity Seminar
PACI 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the complex social and economic background to the challenges facing contemporary Fiji, including changes in ethnic and religious balance and mounting transnational forces. Resources utilized in the delivery of course content include the University of the South Pacific, the Pacific Centre for Peacebuilding, the Ecumenical Centre for Research Education and Advocacy, and the Fiji Women’s Rights Movement. Lectures and discussions for this course generally include the following topics:

History
Settlement of the Pacific and Fiji; prehistory and oral traditions; Fijian linguistic and cultural divisions; European perceptions of the Pacific; British colonialism and Indian migration; politicization of ethnic communities; Indo-Fijian history; World War II and the achievement of Fijian independence.

Multicultural Anthropology
Indigenous Fijian and immigrant Indian culture and religion; Fiji’s multicultural and Indo-Fijian communities; ethnic politics and social relations; the influence of religion on national identity; ceremonies and rituals.

Politics and Economics
Decolonization; Fiji’s Westminster-influenced parliament and the Great Council of Chiefs; political parties and political action; the culture of political crises and coups; the constitutional process; communal land issues and industrial sugar plantations; tourism and the imagined tropics; threats to sustainable primary industries.

Social Issues, Development, and Change
Fiji at the Pacific crossroads; urbanization; squat development youth culture; minority cultures and special interest groups; gender roles; governmental change, citizen participation, and reconciliation; population changes; sport and national identity; contemporary Pacific art, music, and dance; Christian, Muslim, and Hindu faith-based community action.

Educational Excursions
The program includes lecture visits to historical and cultural sites on Viti Levu, including traditional villages, plantations, and museums. On a longer excursion to the island of Vanua Levu, students visit the town of Savusavu, Navilawa settlement (descendants of Blackbirds) in the highlands, and the predominantly Indo-Fijian town of Labasa for comparative social analysis. Students also take shorter excursions to Levuka and Lovoni on the island of Ovalau and to Lavena on the island of Taveuni. Two village homestays, one Fijian and one Indo-Fijian, allow students to work on language skills and participate in cultural events in different settings.

Intensive Language Study: Fijian
FIJI 1000 / 4 credits / 60 class hours
Emphasis on beginning speaking and comprehension skills and field instruction. Language instructors use a variety of teaching techniques, providing students the opportunity to develop Fijian communicative skills.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Suva or in another approved location appropriate to the project. Sample topic areas: a study of local protected marine areas; traditional kinship and village structure; Fijian oral histories and legends; traditional Fijian arts; the social geography of island transportation routes; the political economy of beche-de-mer; Sunni Muslim women in Fiji; land value systems in an island nation; the influence of race in politics; social services for marginalized communities.

Homestay
Nine weeks in Suva. Other accommodations during the program include indigenous Fijian village stays, an Indo-Fijian settlement stay, hostels, field camps, and small hotels.

The fruits of our labor from a day at the family farm. Photo by Caleb Garone.
India
National Identity and the Arts

Credits 16
Program Base New Delhi
Language Study Hindi
Homestay Delhi, 8 weeks

Educational Excursions Amritsar, Gwalior, Datia, Khajuraho, Orchha, Bandhavgarh, and Orissa or Kolkata
Independent Study Project 4 weeks
Prerequisites None

National Identity and the Arts Seminar
ASIA 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the visual and performing arts of India (including architecture, painting, sculpture, printmaking, photography, film, dance, music, and drama) in historic and contemporary contexts, as well as the relationship between religion, art, and identity. Lecturers are drawn from institutions such as the School of Arts and Aesthetics at Jawaharlal Nehru University, Jamia Millia Islamia, and Delhi University. Lectures and discussions for this course generally include the following topics:

Indian Arts
Traditional and contemporary issues in Indian art history, including Indian national identity in the arts; the classical painting traditions; temple arts and architecture; instrumental and vocal music; classical dance and decorative arts; Indian cinema and theater; contemporary arts and crafts; restoration and cultural heritage; “street arts,” such as magic, snake charming, and fire juggling; traditional sports including polo and kite fighting.

North Indian Culture and Society
Ancient, colonial, and modern history of India; contemporary social and political issues; problems of contemporary Indian global relations; modernization and environmental degradation; social customs and caste hierarchies; religious traditions and practice.

Educational Excursions
Taking advantage of the vibrant cultural environment of Delhi, the program includes visits to historical and cultural sites, museums, art galleries, concerts, recitals, film festivals, national and regional craft exhibitions, and dance and drama performances. Students also take excursions to Amritsar, and to Gwalior, Datia, Khajuraho, Orchha, and Bandhavgarh, a tiger sanctuary and site of a tenth-century fort in Madhya Pradesh. On alternate semesters the program travels to Orissa or Kolkata as the major excursion. In addition, a short workshop excursion allows students to choose among several possible placements to study archaeological site assessment at Ajanta and Ellora, miniature painting in Jaipur, folk music in Jaisalmer, or terra-cotta plaque making at Molela.

Intensive Language Study: Hindi
HIND 1000-3000 / 4 credits / 60 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
This course focuses on cross-cultural learning and developing field studies skills. It provides a framework for the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Delhi, northern India, or in another approved location appropriate to the project. Sample topic areas: challenges of historical preservation in a developing society; “Box Wallah” photography; pilgrimage and environmental degradation; Kathak dancing; Harman and traditional wrestling; modern Indian cinema; preservation of the Kashmir shawl; Sufi music and poetry; architecture and urban space; painting; polo and Rajput horse culture; conservation of the tomb of Akbar; culinary culture in New Delhi; seventeenth-century water systems of the Agra Red Fort.

Homestay
Eight weeks in Delhi. Other accommodations during the program include ashrams, guest houses, hostels, or small hotels.

Architectural Keys to Culture
Students experience the compelling political, philosophical, and religious ideals of one of the world’s great civilizations through on-site visits and educational excursions in this program. A visit to Datia, a sixteenth-century Bundela Rajput palace-fort, provides a powerful example. The layout of the site, a multidimensional mandala, or diagram, represents, on both a macro- and microcosmic level, the political and philosophical power of the Bundela monarch. Because of its geometrical complexity, the building is impossible to photograph in its entirety. By standing within the physical structure students are able to experience the power and meaning of the image expressed through stone and symbol.
India
Sustainable Development and Social Change

Credits 16
Program Base Jaipur
Language Study Hindi
Homestay Jaipur, 6 weeks

Educational Excursions Jodhpur, Diggi, Ooghna, Varanasi, Bikaner, Sawai Madhopur
Independent Study Project 4 weeks
Prerequisites None

Sustainable Development and Social Change Seminar
ASIA 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings. Students examine current socioeconomic development trends in India, specifically in the state of Rajasthan, in the context of “Indian culture” understood from both anthropological and contemporary Indian political perspectives. Resources utilized in the delivery of course content include internationally respected local scholars, social activists, and contemporary public intellectuals. Lectures and discussions for this course, conducted primarily at the program center in Jaipur, generally include the following topics:

Introduction to History and Culture of North India
Feudalism and the subaltern; the Hindu cultural matrix; Orientalism and beyond; the Mughal Dynasty; colonialism and the British Raj; the Hindu legacy of the Rajputs; the politics of 1947 independence; Gandhi, Nehru, and India: from ahimsa to emergency; women: power, politics, and poverty; religious fundamentalism and communalism in Rajasthan; nationalism, plurality, and globalization in India today.

Capacity Building, Resource Use, and Social and Economic Change
Economic development theory and India’s structural adjustment; planning, policy, and government; rural enterprise and land reform; women’s microcredit initiatives; Indian identity, multiculturalism, and the Indian Diaspora; historic preservation; education and public health; social entrepreneurship, and civil society; ecotourism; the Indian family in transition.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Rajasthan or in another approved location in North India. Sample topic areas: theater for social change; traditional women’s crafts and the modern market; Indian wildlife conservation and international nongovernmental organization involvement; irrigation and water management issues; a critical analysis of elephant tourism; call centers as the job of the educated future; marketing culture and Rajput identity; microfinance and women’s empowerment; language and literacy; a comparison of traditional and mass production of Indian textiles.

Homestay
Six weeks in Jaipur. Other accommodations during the program include hostels, educational institutions, or small hotels.

Innovative Engineering, Local and Global Impact
Bhagwan Mahaveer Viklang Sahayata Samiti—the “Jaipur Foot” factory—illustrates the cultural context of an engineering innovation that transforms the lives of millions of landmine amputees. A household name among people who live in war zones, the “Jaipur Foot” is an inexpensive, below-the-knee prosthetic that suits the lifestyle needs in places like India, where people sit, sleep, eat, and pray on the ground. In keeping with the principles of the traditional Jain religion, the company provides limbs free to those in need, regardless of caste, religion, origin, or ethnicity. Student analysis of this combination of local ingenuity and cultural and religious context provides a basis for an examination of international development and health issues on a larger scale.
Balinese Identity and the Arts Seminar

ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining the close relationship between religion, fine arts, performing arts, and social organization in contemporary Bali. Students explore the dynamic ways in which Balinese identity and traditional arts are changing, especially in urban settings, in response to the pressures of globalization and increased Balinese engagement with global networks. Lecturers are drawn from institutions such as The Faculty of Letters of Udayana University, Universitas Pendidikan Ganesha, and BIPA, the Program in Bahasa Indonesia for Non-Native Speakers of the Faculty of Letters of Udayana University. Attendance at evening and weekend temple ceremonies and performances is sometimes required. Lectures and discussions for this course generally include the following topics:

Balinese Arts
Balinese music; function of dance in Bali; shadow puppetry; traditional and contemporary Balinese painting; new performing arts forms; stratification of Balinese language.

Cultural Anthropology
Main pillars of Balinese religious philosophy; temple systems; Balinese holy days and their significance; impact of tourism on Balinese culture; traditional healing systems; Balinese family life.

History and Politics
History and traditions of Bali; overview of Indonesian history; government and politics; the old and new orders.

Geography and Economics
Development policies of Indonesia; agricultural development in Bali; population trends and family planning; economic development.

Practicum
As part of the Balinese Identity and the Arts Seminar, students receive instruction in a traditional Balinese craft or art form, such as mask carving, batik, wayang kulit puppetry, or dance.

Educational Excursions
The program includes visits to historic and cultural sites, temple festivals, other religious rituals, performances, and local ceremonies in Tabanan, Denpasar, and Ubud, as well as a village homestay and a longer excursion to other parts of Bali.

Intensive Language Study: Bahasa Indonesia
INDO 1000-3000 / 6 credits / 90 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Instructors are faculty of Udayana University in Denpasar. Classes are taught three to four hours daily. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes. Balinese or Javanese language instruction is available for students with full competence in Indonesian.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted at an approved location in Bali appropriate to the project. Sample topic areas:

- the ritual significance of gamelan music and Balinese dance; painting in the Ramayana tradition; the social-political relation of government and religion; the representation of myth in public art; traditional healing arts and modern medicine; the export of Balinese culture via tourism; traditional village life and governance; irrigation management in rural Bali; the aesthetics of religious tradition in Bali.

Homestay
Seven weeks in the village of Bedulu, located approximately 10 kilometers from Ubud, a popular destination for “cultural tourism,” and four days in a rural village in the Tabanan district. During the rural village homestay, students from the SIT Study Abroad program are joined by students from the English language programs at Udayana University and Mahasaraswati University in Denpasar. Other accommodations during the program include hostels or small hotels.

Collaborative Performance
While most monthlong Independent Study Projects result in 20- to 40-page research papers, others can culminate in music or dance performances or portfolios of art or photographs. Three recent SIT students in Bali performed original works combining traditional Balinese art forms with film and choreography for an audience of Balinese and international artists and community members. Advised by master craftspeople, each student studied a particular Balinese craft—mask making, wayang kulit shadow puppetry, or Balinese dance. The group collaborated to create scripts that demonstrated not only their knowledge of the Balinese art forms, but of Balinese culture as a whole.
Mongolia
Nomadic Culture and Globalization

Credits 16
Program Base Ulaanbaatar
Language Study Mongolian
Homestay Ulaanbaatar, 3 weeks
Rural Visit/Homestay Nomad camp, 2–3 weeks

Educational Excursions
Erdenet (conditions permitting), historical and cultural sites in urban and rural areas of Mongolia
Independent Study Project 4 weeks
Prerequisites None

Nomadic Culture and Globalization Seminar
ASIA 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the political, social, historical, and economic development forces shaping contemporary Mongolia in the context of the country’s recent emergence from relative isolation to greater integration with the global community. Resources utilized in the delivery of course content include the National University of Mongolia as well as international and local nongovernmental organizations. Lectures and discussions for this course generally include the following topics:

Mongolian Life and Culture
History of the great khans; nationalist movements and the emergence of democracy; cultural perceptions of land use; cultural anthropology; beliefs and traditions of Buddhism; Islam, and shamanism; perspectives of newly emerging Christian communities; contemporary literature and art; musical traditions; cultural and physical geography; pastoral and nomadic livelihoods.

Development Issues
Contemporary political and economic issues; foreign aid; tourism; collectivization policies; government planning and private enterprise; development policy at the central and state levels; environmental management; land rights in the context of nomadism; process of urbanization; multinational partnerships; the role of nongovernmental organizations.

Educational Excursions
The program includes lecture visits to historical and cultural sites. Students also participate in a ger nomadic dwelling camp stay. Some excursions include horseback riding.

Intensive Language Study: Mongolian
MONG 1000 / 4 credits / 60 class hours
Emphasis on introductory speaking and comprehension skills through classroom and field instruction. Classes are usually two to three hours long and are conducted by trained Mongolian language instructors. Before the program begins, students are required to acquaint themselves with the modern Cyrillic alphabet. Language training starts immediately after students arrive in country. Options are available for students with some background in the Mongolian language.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
 Conducted in an approved location in Mongolia appropriate to the project. Sample topic areas: nomadic organization in transition; cashmere trade and cultural interaction with China and Siberia; Buddhist debate and monastic education; Buddhist painting, sculpture, and architecture; symbols of collectivism and pastoralism in daily life; education policy since Soviet disintegration; the shagai tradition; cultural perceptions of Mongolian medicinal plants; commodity production and regional politics; the Mongolians of Kazakh descent and their place in modern Islam.

Homestay
Three weeks in Ulaanbaatar and two to three weeks in a nomad camp, depending on local conditions. Other accommodations during the program include apartments, guest houses, educational institutions, or small hotels.

Success and Challenges in Erdenet
Key issues in Mongolia coalesce when students travel to Erdenet, Mongolia’s second-largest city and home to the country’s largest copper mine. Students learn about the interrelationships of topics ranging from natural resources, urban versus rural livelihoods, and labor safety to political robustness, economic prosperity, and the demands of the China market. A visit to an exceptionally well-preserved Buddhist temple provides an opportunity to explore Buddhism’s resurgence and history in relation to Mongolia’s 80-year Soviet occupation. Comparing Erdenet to other Mongolian communities, students analyze its success, its possibilities, and its economic and environmental challenges. The visit informs student discussions, research, and future experiences.
Social Entrepreneurship in the Himalayas Seminar

ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining historical and contemporary Nepal, and the social, political, cultural, environmental, and economic forces—both internal and global—that have shaped and continue to define the country. Most lectures in Kathmandu are conducted at the SIT program house, a fully staffed educational center, which also houses a library of relevant research materials. Lecturers are drawn from academic institutions such as Tribhuvan University and the Fulbright Commission, as well as from SIT’s wide network of connections with nongovernmental organizations such as Ashoka, and other international and local development agencies in Nepal where social entrepreneurs are often contesting accepted forms of development. Lectures and discussions for this course generally include the following topics:

Nepali Life and Culture
Caste, ethnicity, and nationhood; democracy and the monarchy; Nepal as a nation in transition; Hindu and Buddhist foundations; gender and identity; trafficking; sacred landscapes; traditional crafts; indigenous healing traditions; janajati people and the state; journalism and media; Nepal between the Asian giants.

Development Issues
Cultural ecology; parks and people, conservation and conflict; the economics and history of foreign aid; globalization and markets; social entrepreneurship; community forestry; water resource management; tourism and local resources; educational challenges; wildlife diversity and management; governance and regulatory frameworks; peace and justice discourses; refugee issues; the challenge to fatalism; rethinking poverty; social capital and civil society; postcolonialism and development.

Village Excursion
Conditions permitting, the village excursion involves several days of trekking in national parks in the Himalayas to remote village locations. Students live with rural families and often have opportunities to visit sites of development projects, such as micro-hydropower plants, and to participate in local agricultural work and/or religious ceremonies.

Educational Excursions
Conditions permitting, students travel in small groups to various rural sites to explore local ethnic communities and to profile key development issues. The program visits many Kathmandu Valley UNESCO World Heritage monuments, such as Bhaktapur and Patan Durbar Square and Museum. Students also participate with local artisans in time-honored craft workshops and sometimes prepare a traditional feast with their homestay families. In some semesters, the program makes an excursion to Darjeeling and/or to the lowland tarai in Nepal.

Intensive Language Study: Nepali
NEPA 1000 / 6 credits / 90 class hours
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. Classes are taught two and one-half hours daily. Instructors include those who have received Peace Corps training in language instruction and use a variety of interactive, communication-based language teaching techniques.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Kathmandu or, conditions permitting and with program approval, in other parts of Nepal. Sample topic areas: ecotourism and its effect on wildlife management; sacred geography; urban monastic communities; preservation of temple architecture; religion and nature; traditional healing practices; ethnobotany; herbal trade; community forestry; Ayurveda; migration and population issues; ethnic politics; rural development aid; indigenous crafts; women’s health challenges.

Homestay
Six weeks in the Kathmandu Valley, plus a six-day homestay with a rural family. Other accommodations during the program include hostels or small hotels.
Tibetan and Himalayan Peoples Seminar

ASIA 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, critical analysis papers, and exams. The seminar examines the diversity of Himalayan peoples and societies, with special emphasis on the Tibetan experience and identity. High Himalayan cultures and the contemporary and historic religious, economic, and social linkages of these mountain communities provide the context within which issues of cultural preservation, religious revival, and subregional geopolitics are explored. Lecturers include prominent Tibetan scholars, Tibetologists, and Buddhist scholars, and reflect the rich diversity of academic resources in the Kathmandu Valley. Lectures and discussions generally include the following topics:

History and Politics
Tibet: introduction to Tibetan history; twentieth-century occupation and exile; the CIA intervention in Tibet; present and future of the exile community; His Holiness the Dalai Lama and His Middle Way Approach; negotiations with China; Chinese perspectives on Tibetan human rights in Tibet.

Buddhism across the Himalayas
History and practices of Buddhism; monasticism; Tibetan scholastics; Tantra myth and realities; Newari and Theravada Buddhist traditions in Nepal; shamanism; religious tourism and pilgrimage; discovery and rediscovery of texts in the Tibetan Buddhist tradition; meditation and retreat.

Contemporary Tibetan Culture
Overview of women’s issues in exile; education in exile; the new Tibetan dream of going to the West; nongovernmental organizations; monastic versus modern education.

Cultural Anthropology
Social structures in the Tibetan exile communities and Tibet; polyandry in Tibet and other Himalayan regions.

Arts and Sciences
An introduction to Tibetan medicine and astrology; Tibetan thangka painting; symbolism and art in the Tibetan tradition; secular music of Tibet.

Educational Excursions
Program excursions are designed to enhance understanding of Tibetan cultural traditions in the Himalayas and the recent refugee and exile experience. Excursions vary from semester to semester but may include visiting Tibetan communities in Nepal (Pokhara or Solu Khumbu); Ladakh, Dharamsala, or Darjeeling in India; and/or the Tibetan Autonomous Region in the People’s Republic of China. High altitude treks are usually included in the program to visit relatively isolated Tibetan rural communities in the mountains.

Intensive Language Study: Tibetan
TIBE 1000 / 4 credits / 60 class hours
Emphasis on beginning oral and comprehension skills. Formal classroom instruction in Tibetan language is given daily during the program period in Kathmandu, and less formal instruction continues during excursion periods. Nepali language instruction is also available and optional for students who wish to pursue Independent Study Projects in Nepal.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; twentieth-century ethnography.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Tibetan and Himalayan communities in Nepal or another approved location appropriate to the project. Sample topic areas: the politics of language and education in Tibetan communities; reflections from former political prisoners; traditional Tibetan medicine; the reemergence of the Bon tradition; Tibetan Muslims; the economics of the Tibetan carpet industry in Nepal; a case study of a traditional Buddhist college; nuns and Tibetan female mystics; migration and Tibetan exile settlements.

Homestay
Six weeks in Kathmandu. Other accommodations during the program include guest houses, hostels, educational institutions, and/or small hotels. The group may do some camping while on excursions and treks in the Himalayas.

Credits 16
Program Base Kathmandu
Language Study Tibetan
Homestay Kathmandu, 6 weeks
Rural Visit 2 to 4 weeks, depending on location

Educational Excursions Tibetan communities in Nepal outside of the Kathmandu Valley; Tibetan settlements in India, which could include Blr, Darjeeling, Kalimpong, Mussoorie, Dharamsala, or Ladakh; Tibetan Autonomous Region (conditions permitting)
Independent Study Project 4 weeks
Prerequisites None

The view from the sacred meditation cave of Padmasambhava in Druk Yerpa, Tibet. Photo by Jonathan B. Nelson.
**Samoa**

**Pacific Communities and Social Change**

**Credits** 16  
**Orientation Base** Honolulu, Hawaii  
**Program Base** Apia  
**Language Study** Samoan  
**Homestays** 'Upolu, 10 days; Fiji, 4 days; American Samoa, 4 days  
**Educational Excursions** Fiji, Savai'i, American Samoa  
**Independent Study Project** 4 weeks  
**Prerequisites** None

**Pacific Communities and Social Change Seminar**

PACI 3000 / 6 credits / 90 class hours  
An interdisciplinary course conducted in English, with required readings, examining traditional society and social change in Oceania. Changes examined include the impacts of Christianity, the shift from subsistence to cash economy, migration patterns, globalization challenges, and development. Initial sessions at the University of Hawaii provide an overview of the region and an introduction to the challenges Pacific peoples face today. Lectures and activities, at the University of the South Pacific (USP) in Samoa and Suva, Fiji, and at the American Samoa Community College (ASCC), generally include the following topics:

**History and Politics**  
Prehistory and settlement of Oceania; sovereignty issues in Hawaii; Christianity and its impact on Samoan culture and politics; traditional village organization; the changing matali system of local governance and the rule of law; human rights and democracy in Samoa; comparison of social changes resulting from globalization, migration, and development in Samoa, American Samoa, and Fiji; social, ethnic, and political issues in the current “coup culture” in Fiji.

**Geography and Political Economy**  
Physical and human geography; environmental concerns in small island states; climate change and sea-level rise threats to Pacific island communities; sustainable development and governance; the shift from village-based subsistence agriculture to cash economy; development and changing land use; indigenous business development; the development of sustainable tourism; the role of aid.

**Cultural Anthropology and Sociology**  
Contemporary social life and traditional customs; archaeology; gender roles and social change; changing religious practices and traditions; impacts of globalization on social, political, and economic life; the role of education in preparing future generations to balance culture and social change.

**Arts and Humanities**  
Pacific poets and authors and their views on traditional society and the contemporary Pacific; traditional arts, crafts, music, and dance and their transformations; tattooing, tapa making, and weaving; contemporary visual art, tourist art, and the creation of new art forms and expression.

**Educational Excursions**  
The program includes visits to cultural and historic sites on the island of Oahu, Hawaii; a village stay in rural 'Upolu and visits to places of interest around Apia; a natural history excursion to the island of Savai'i to examine the diversity of Samoa’s topography and ecology; visits to American Samoa and Fiji for comparative analysis of Pacific communities and traditions in transition.

**Intensive Language Study: Samoan**  
SAMO 1000 / 4 credits / 60 class hours  
Emphasis on beginning speaking and comprehension skills through classroom and field instruction. The Samoan language course emphasizes daily communication, with further language practice available during homestays in both Samoa and American Samoa. Bilingual surveys are also a key feature of ISP research.

**Field Study Seminar**  
ANTH 3500 / 2 credits / 30 class hours  
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Materials include cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

**Independent Study Project**  
ISPR 3000 / 4 credits / 120 class hours  
Conducted in an approved location in Samoa appropriate to the project. Sample topic areas: sustainable agricultural practices and their impact on local villages; social analysis of youth culture; microfinance and the importance of social networks; the reality of poverty and hardship in Samoa; perspectives on religious freedom; human rights in Samoa; the role of coconut products in the Samoan economy; indigenous business development; re-evaluation of brain drain from the Samoan perspective of service to family.

**Homestay**  
Ten days in a village on 'Upolu, Samoa, plus shorter stays in Fiji and American Samoa. Other accommodations during the program include student housing at a local university.

A traditional process is used to make tapa, a decorative bark-based cloth. Photo by Elana Bernstein.
Delta Ecology and Resource Management Seminar
ENVI 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the ecology of rivers, wetlands, floodplains, and mangrove ecosystems, as well as the challenges of sustainable development, in the context of Vietnamese policy. Lectures are provided by faculty of Can Tho University. Other contributors include scientists from the Hanoi University of Agriculture Center for Agricultural Research and Ecological Studies; local government authorities; and activists from nongovernmental organizations such as the World Wildlife Fund. In Cambodia, contributors include faculty of the Royal University of Phnom Penh, Rivers Coalition of Cambodia, and the Council of Ministers. Lectures and discussions for this course generally include the following topics:

Life and Culture in the Mekong Delta
Introduction to precolonial and colonial history; the Viet Nam War and the delta ecosystem; post-reunification development; Doi Moi renovation and agricultural intensification.

Wetland Ecology
Basics of aquatic ecology in large floodplain rivers in the humid tropics; wetland hydrology; functions and major types/classifications of wetlands; socioeconomic factors and wetlands.

Floodplains
Melaleuca forests; freshwater swamps and depression areas; acid sulphate soils; water pollution; flood pulse; changing flow regimes and unusual flood events; irrigation and fragmented landscapes; conservation issues and endangered species; sediment budgets and delta geomorphology; invasive species.

Mangrove Ecology
Biodiversity; rehabilitation efforts and mangroves; shrimp farming and mangroves; saltwater intrusion in farming areas; coastal fisheries; climate change and coastal protection.

Challenges of Sustainable Development and Resource Management
Population pressure; ecological restoration following the war years; flood-zone agriculture; water pollution and salinity intrusion; climate change and sea-level rise; health and pesticides; food security; ecological impacts of water-control infrastructure; protected areas and biodiversity conservation; wild-capture fisheries; mangrove and melaleuca restoration and protection; aquaculture farming; ecotourism; economic diversification strategies; sustainable livelihoods.

Comparative Delta Ecology: Tonle Sap and the Mekong River, Cambodia; Red River Delta, Viet Nam
Students visit the Tonle Sap Lake and the Mekong River in Cambodia, as well as the Red River Delta in Northern Viet Nam for a comparative analysis of ecological and sustainability issues in the Mekong subregion. Topics include wild-fisheries and food security; flooded forests; migratory bird habitat; conflicts over fishing lots; water pollution; river dolphin conservation; mainstream Mekong dams.

Educational Excursions
Educational excursions provide direct knowledge of case studies in ecology and resource management. Excursions may include: Cambodia: Tonle Sap Lake; Prek Toal Biosphere Reserve; Angkor Wat; Tonle Sap; Don Sahong dam site; Stung Treng RAMSAR wetlands; Sambor dam site; Kampi River Dolphin Conservation site; Viet Nam: Tram Chirim National Park; Can Gio Biosphere Reserve; rural villages associated with Can Tho research projects; Red River Delta, Hanoi; Cuc Phuong National Park; Xuan Thuy (Mangrove) National Park.

Intensive Language Study: Vietnamese
VIET 1000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Particular attention is paid to vocabulary that will support students’ Independent Study Projects. Instructors are faculty of Can Tho University.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding field resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Can Tho, other Mekong Delta provinces, or another approved program. Excursion site appropriate to the project. Sample topics: ecological change; endangered species; wild fish and fisheries; shrimp farming and mangroves; water and soil quality assessments; land use and landlessness in the delta; invasive alien species; integrated conservation and development; impacts of urban development; local knowledge and traditional uses of wetlands; biogas systems and the household economy; ecotourism; community-based natural resource management.

Homestay
Four weeks in the city of Can Tho. Other accommodations during the program include guest houses, small hotels, and village homestays.
Viet Nam
National Development and Globalization

Credits 16
Program Base Ho Chi Minh City
Language Study Vietnamese
Homestays Ho Chi Minh City, 2 weeks; Da Lat City, 1 week

Educational Excursions Central Highlands and Da Lat City, Mekong Delta, Da Nang, ancient cities of Hue and Ho An, Hanoi, Hoa Binh, Ha Long Bay
Independent Study Project 4 weeks
Prerequisites None

National Development and Globalization Seminar
ASIA 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining economic and social development patterns in the cultural context of Viet Nam. The course explores how global, national, and local forces are dynamically interacting to shape Viet Nam’s contemporary circumstances. Academic partners who contribute to the delivery of course content come from the University of Economics, the University of Social Sciences and Humanities of Viet Nam National University, the Fulbright Program Center in Ho Chi Minh City as well as local universities throughout Viet Nam (Da Lat University in the Central Highlands; An Giang University in the Mekong Delta; Hue University in Hue City; and Hanoi University in Hanoi). Lectures and discussions for this course generally include the following topics:

Vietnamese Life and Culture
An exploration of Viet Nam from the earliest known civilizations to the present day; cultural and religious traditions, including Confucian, Buddhist, Taoist, Christian, and popular religion; conceptions of political structure and authority; traditional village life, family life, and gender roles; regional and ethnic diversity; French colonial rule; collaboration, resistance, and revolution; Viet Nam’s twentieth-century wars in experience and memory; nationalism, unification, and post-war “renovation”; Doi Moi; the modern political system and its transformations; traditional and contemporary arts, folklore, and literature.

Social Transformation
The impact of economic development and globalization on local cultures; urbanization and migration patterns; contemporary urban and rural life; changing family and marriage patterns; gender roles and images; child labor and other social problems; sexuality and reproductive health; ethnic minorities; contemporary religions, rites, and ceremonies; environmental protection and sustainable resource management.

Educational Excursions
The program provides the opportunity to study and explore Viet Nam’s cultural and natural heritage through visits to the Central Highlands, Cuc Phuong National Park, Hanoi, and ancient cities such as Hue and Ho An. Visits are also made to rural villages and protected areas in the Mekong Delta and other parts of the country. A relevant service learning project may be conducted based on the local context.

Intensive Language Study: Vietnamese
VIET 1000-2000 / 6 credits / 90 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning, intermediate, or advanced classes.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Topics include cross-cultural adaptation and skills building; project selection and refinement; identifying appropriate research methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Firsthand discussions with a monk reveal new aspects of Vietnamese culture. Staff photo.
“My Independent Study Project period allowed me insight into the professional world I never would have gained in a normal undergraduate semester. I made connections at international organizations that will prove beneficial in the future.”

Helen Massey, Middlebury College
Switzerland: International Studies, Multilateral Diplomacy, and Social Justice

The Balkans
Post-Conflict Transformation in Croatia, Bosnia, and Serbia

Credits 16
Program Base Zagreb
Language Study Croatian/Serbian/Bosnian
Homestay Zagreb, 6 weeks; Belgrade, 3 weeks
Educational Excursions Bosnia-Herzegovina, Serbia, Eastern Slavonia
Independent Study Project 4 weeks
Prerequisites None

Post-Conflict Transformation in the Balkans Seminar
PEAC 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining post-conflict society and post-socialist transformation in the Balkans with a focus on the fall of Yugoslavia, the wars of the 1990s, and current post-Yugoslav realities. Resources utilized in the delivery of course content include the Faculty for Media and Communication at Singidunum University in Belgrade, the Center for Peacebuilding in Sanski Most (Bosnia-Herzegovina), and the Youth Initiative for Human Rights in Serbia. Lectures, discussions, and presentations for this course generally include the following units:

Theoretical Frameworks
An introduction, analysis, and discussion of key terms such as conflict transformation, collective memory, political denial, gender roles, peacebuilding, and reconciliation.

The Demise of Yugoslavia and the Wars of the 1990s
A historical introduction to the first and second Yugoslavia: theories of nationalism and ethno-nationalism; critical interpretations and scholarly debates explaining the fall of Yugoslavia; political, economic, and demographic changes resulting from the wars of the 1990s and the post-socialist era; identities, myths, and memories of Yugoslavia and the post-Yugoslav period; the influence of the European Union and the international community on the region.

Croatia: Politics and Society
Postwar and post-Tudjman Croatia; political change in Croatia and EU accession; gender equality and women’s activism; postwar challenges in Eastern Slavonia; the church and sexual education.

Serbia after Milosevic
Politics in Serbia following the independence of Kosovo; civil society and political activism; responsibility as a political category; LGBT and queer activism in Belgrade; the Roma community in Belgrade.

Bosnia-Herzegovina Post-Dayton
Postwar politics in Bosnia-Herzegovina (BiH); a view from Republica Srpska and the Federation; demography and identity change in post-Dayton BiH; the challenges and realities associated with peacebuilding, justice, and reconciliation; the role of the international community in postwar BiH; Islam in postwar BiH and its effect on women; LGBT visibility in Sarajevo.

Intensive Language Study: Croatian/Serbian/Bosnian
SERB 1000-3000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are also introduced to both Croatian and Serbian orthographies. Students are placed in beginning or intermediate classes based on in-country evaluation, including oral proficiency testing.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in an approved location appropriate to the project in Serbia, Croatia, or Bosnia-Herzegovina (BiH). Sample topic areas: feminist approaches to dealing with the past in Post-Milosevic Serbia; Sarajevo’s postwar changes. During the ISP period, students may have the opportunity to pursue internships that allow them to take a more active role in the issues they are researching. Sample internships: Balkan Investigative Reporting Network (BIRN) or Dah Theatre in Belgrade; Center for Peacebuilding in Sanski Most.

Homestay
Approximately six weeks in Zagreb and three weeks in Belgrade. For Independent Study Projects undertaken in Zagreb or Belgrade, the homestay can be extended by four weeks. Other accommodations during the program include guest houses or small hotels.

Understanding Post-Conflict Societies
In the Balkans program, students engage with local communities that are striving for social justice. In Sanski Most, a small town in Bosnia-Herzegovina, students visit the Center for Peacebuilding. Through engagement with members of the Youth Initiative for Human Rights in Belgrade, students learn about the group’s “Dealing with the Past” and “Visiting Program” projects. Such experiences provide powerful insight into the challenges facing post-conflict societies.
Czech Republic
Post-Communist Transition and the Arts

Credits 16
Program Base Prague
Language Study Czech
Homestay Prague, 8 weeks
Rural Visit/Homestay Bohemia or Moravia, 1 week

Educational Excursions Bohemia and/or Moravia, Cesky Krumlov, Slovakia, and Poland
Independent Study Project 4 weeks

Prerequisites None. Previous survey courses in Western civilization or European history, art history, and/or comparative literature recommended.

Post-Communist Transition and the Arts Seminar
EURO 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English examining contemporary arts in the Czech Republic as well as the role art played as an agent of social change throughout the country’s twentieth-century history. The course includes required readings and lectures, as well as discussions, film screenings, music and dance performances, and site visits to artists’ studios, theaters, nongovernmental organizations (NGOs), and community centers. Resources utilized in the delivery of course content include the Institute for the Study of Totalitarian Regimes; arts venues in Prague such as the Alfred in the Courtyard Theatre; and NGOs in Prague working in areas such as the integration of minorities, the environment, and community development. Lectures and discussions for this course generally include the following topics:

Czech History, Politics, and Society
The First Republic and interwar period; the legacy of the Munich agreement; the 1968 Prague Spring and 1970s normalization; Vaclav Havel and Charter 77; the Velvet Revolution—myth and reality; sociology of transition; Central European identity; migration and the “new Europe”; Roma “Decade of Inclusion or politics of exclusion?”

Arts and Cultural Studies
Readings in Czech literature; modernism and the Czech interwar avant-garde; the postwar Sozialization of Czech culture and society; cultural resurgence of the 1960s; official and unofficial cultures of the 1970s and 1980s; Czech rock music under communism; how theater staged the Velvet Revolution; highlights in Czech film history; Czech visual arts, dance, and theater today; festivals and workshops for social change; Prague as a historical cultural capital in postsocialist creative and social crisis.

NGOs, Civil Society, and Community Revival
Creation and structure of civil society organizations in postsocialist society; grassroots initiatives in rural communities; civic initiatives for human rights and civil rights; the Czech environmental movement; reviving rural communities through the arts; individual and collective civic creativity in Czech society today; the role of women in Czech civic evolution; Czech humanitarian initiatives abroad.

Educational Excursions
The program includes excursions to neighboring countries for a comparative study of postcommunist society and Central European arts and civic initiatives. Sites may include Slovakia and Poland. Excursions to regions within the Czech Republic may include the South Moravian wine region, North Bohemia, and the UNESCO World Heritage Site town of Cesky Krumlov.

Regional Stay
Five-day stays in villages and towns in Moravia and Bohemia provide students an opportunity to spend time with a local NGO or arts initiative to observe firsthand the work of community leaders and artists.

Intensive Language Study: Czech
CZEC 1000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in beginning classes.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Prague or in another approved location appropriate to the project in the Czech Republic, Poland, or Slovakia. Projects may include a creative or artistic component in the visual and performing arts or creative writing. Sample topic areas: Czech cubist architecture and design; legacy of Czech underground music; Roma ethnic and cultural identity; sustainable development in North Bohemia; the former Sudetenland today.

Homestay
Eight weeks in Prague and one week in the regional towns of Bohemia or Moravia. Other accommodations during the program include hostels or small hotels, private homes, and arts and NGO centers.

Behind the Prague Facade
SIT takes students to another Prague, beyond the fairytale facade presented to tourists, to explore the legacy and impact of communism on society and the arts today. Students investigate the rich and diverse artistic history of the city, while analyzing the impacts of globalization and tourism on the Czech arts scene. Through discussions with artists, musicians, and activists, students gain personal insights into the communist period, the postsocialist transition, and the new challenges that face artists and communities today. Excursions to the Czech countryside and to Slovakia and Poland expand the picture, as students visit theaters, film festivals, and contemporary arts centers.
Transformation of Social and Political Conflict

Credits 16
Program Base Dublin
Homestay Dublin, 6–10 weeks
Rural Visit/Homestay Derry, 1 week
Educational Excursions Belfast, Derry/Londonderry, Aran Islands, County Mayo

Independent Study Project 4 weeks
Prerequisites None. Coursework in and/or personal commitment to peace and conflict studies is strongly recommended.

Emerging Issues

The rapid pace of change in Ireland is giving rise to a radical reconstruction of Irish identity, making this a particularly vibrant time to be a student of social and political transformation. The program extends beyond the legacy of violent ethnic conflict in Northern Ireland to explore questions of identity, the links between social exclusion and violence, the creation of civil society, and issues of social justice and human rights, using Dublin, rural Ireland, and Northern Ireland as principal learning sites. Irish society offers an intimacy and depth of engagement in issues through personal stories and encounters.

Ireland

Transformation of Social and Political Conflict

Structural Violence and the State
Conflict rooted in socioeconomic divisions and exclusion; poverty, inequality, and violence in inner-city areas; immigration, refugee, and diversity initiatives.

Cultural Identity and Place
The interplay of history, ideology, mythology, and religion in shaping cultural identity explored critically through art, theater, film, and literature.

Northern Ireland Case Study
During the three-week unit in Northern Ireland, students reexamine seminar themes in a post-conflict context. Students meet with academics, former combatants, politicians, and community activists; visit rural and urban locations from Armagh to Belfast to Derry/Londonderry; and witness the legacy of violence and the difficulty in establishing “normal” politics.

Environmental Conflict Case Study
A one-week study in a remote coastal area of Mayo provides an opportunity to understand the ethos of a rural community currently threatened by the development of an oil refinery. The study focuses on challenges arising from opposing approaches to development and the efforts of local groups to mobilize opposition.

Educational Excursions
The program includes visits to the parliaments of the Republic of Ireland and Northern Ireland, community organizations, and sites of cultural significance in Dublin, Belfast, Derry, and in Wicklow, Armagh, Antrim, and Donegal counties. The program concludes with a three-day visit to the Aran Islands and Galway.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 6 credits / 180 class hours
Conducted in Dublin, Belfast, Derry, or another approved location appropriate to the project. Sample topic areas: refugee children in Dublin; urban regeneration in inner-city Dublin; truth recovery in Northern Ireland; the Corrib Gas dispute; the role of museums in memorializing the past.

Homestay
Six weeks in Dublin (continuing through the Independent Study period) and one week in Derry. Other accommodations during the program include peace and reconciliation centers, college dorms, and hostels.

Conflict Studies Theory
Dynamics of conflict; anatomy of violence and alternatives; gender and conflict; transitional justice; principles of conflict transformation; ethics of peace and war. Theoretical models from leaders in conflict research are presented and discussed in an academic context and applied through activities and group work.

Conflict Resolution, Mediation, and Negotiation Techniques
Workshops in communication, negotiation, and mediation skills, presented by practitioners in Belfast, Derry, and at Glencree and Corrymeela Reconciliation Centers.

Historical Roots of Conflict
Overview of the social and political history of modern Ireland; colonial practice and its legacy; the Irish Republican tradition; development of nationalism and militant and nonviolent resistance.

Identity Politics and Conflict Resolution
Causes, effects, and escalation of conflict in Northern Ireland; motivations of political actors and groups; impact of violence on the political system and civil society; political solutions for a divided society; role of external agents; formation of a peace process.
The Netherlands
International Perspectives on Sexuality and Gender

Credits 16
Program Base Amsterdam
Language Study Dutch
Homestay Amsterdam, 12 weeks

Educational Excursions Utrecht, The Hague; Croatia and Morocco
Independent Study Project 4 weeks
Prerequisites Previous college-level coursework or other preparation in sexuality and/or gender studies, as assessed by SIT.

International Perspectives on Sexuality and Gender Seminar
GEND 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required reading, examining the history, cultural norms, and political structures that help shape attitudes toward sexuality and gender, from both Dutch and international perspectives. Faculty and lecturers come from institutions such as the University of Amsterdam, the University of Leiden, the Rutgers/NISSO Group, the World Population Foundation, and the International Criminal Tribunal on the Former Yugoslavia. Students choose one of the following three units and attend the guest lecture series.

Critical Theory
This unit addresses multiple and contradictory analytical constructs, including feminist, queer, and postmodern theories. Social, historical, and international situations relating to sexuality and gender are analyzed through these theoretical components.

Tolerance and Sexual Health Education
This unit examines various models of sexual health education and the overlap with tolerance education for sexual, ethnic, and religious minorities.

Filmmaking with a Sexuality and Gender Lens
In this unit, a professional filmmaker works to prepare students who intend to create a short film for their Independent Study Projects during the semester. Note: This is offered in the fall semester only.

Guest Lecture Series
All students attend the guest lecture series, which provides diverse perspectives on sexuality and gender within Dutch and international contexts. Lecture topics include: how the Dutch model of consensus politics contributed to early successes of the gay and lesbian movement; tensions between the emerging Muslim minority and the gay community, as well as the gay and lesbian minority within the Muslim community; Dutch prostitution policies; gender and migration; feminism in the Netherlands; Afro-Caribbean Diaspora women’s sexuality; civil society, human rights, and sexuality in international development; transgender and transsexuality in the Netherlands.

Educational Excursions
Local excursions include tours of the red light district; visits to the Rutgers/NISSO Group, the Dutch expertise center on sexuality and home to the largest archive dedicated to social sexual research; the HIVOS Foundation; the International Criminal Tribunal on the Former Yugoslavia; and other organizations working in the fields of sexuality and gender. Educational excursions outside the Netherlands, to Croatia and Morocco, give students additional insight on the issues of sexuality and gender from very different international perspectives.

Introduction to Dutch Language and Culture
DUTC 1000 / 4 credits / 60 class hours
Emphasis on working knowledge of Dutch related to sexuality, gender, cross-cultural adaptations, and skills building. For example, students read a Dutch children’s book on sexuality while also learning vocabulary and basic grammar. Students are placed in beginning classes. The culture segment focuses on understanding Dutch values and attitudes, as well as experiential activities bringing students into direct contact with Dutch culture.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Material includes project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data. Each student engages in a practicum throughout the seminar (and may choose to continue the practicum for the Independent Study Project). Sample practica include creating a research report for an LGBT health foundation in Amsterdam or volunteering with an international reproductive rights foundation.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Amsterdam or another approved location appropriate to the project. Sample topic areas: multicultural approaches to sex education and tolerance education; Dutch-Moroccan women’s conceptions of virginity; gay men and HIV testing; same-sex marriage.

Homestay
Twelve weeks in Amsterdam. Hosts include LGBT households, single parents, and traditional families, all of whom offer unique insights into issues of sexuality and gender within a Dutch or international context.

The Access of Amsterdam
The Netherlands has a history of progressive action related to sexuality education, sex work policies, and same-sex marriage. This small country is a magnet for organizations funding international LGBT groups, as well as research institutions such as the Rutgers/Netherlands Institute for Social and Sexological Research Group (www.rug.nl); the International Gay-Lesbian Information Center and Archive (www.iHLIA.nl); and the International Information Center and Archive of the Women’s Movement (www.iiawl.com). Excursions to Morocco and Croatia provide additional international comparative perspectives.
Spain
Language, Community, and Social Change

Credits 16
Program Base Granada
Thematic Seminar 4-credit Community and Social Change Seminar conducted in Spanish (required for all students)
Homestay Granada, 12 weeks
Rural Visit/Homestay 4 days
Educational excursions Madrid, Cordoba, Seville, Sorvilán, Barcelona, and Morocco

TRACK A
Prerequisites Please see details below.
Language Study 12-credit Spanish intensive
Community Project included in 12-credit language study

TRACK B
Prerequisites Please see details below.
Language Study 6-credit Spanish intensive
Field Study 2-credit Field Study Seminar and 4-credit Independent Study Project (ISP)

Intensive Language Study: Spanish
SPAN 1000-3000 / 6–12 credits / 90–180 class hours
Students are completely immersed in Spanish. Emphasis is on field-based instruction in listening, speaking, reading, and writing. Placement is based on in-country evaluation, including oral proficiency testing.

Track A (12 credits) includes a Community Project (service or study) in which students practice conversation skills through involvement in local cultural activities. Examples include tutoring at a school, analyzing urban development projects, or taking a popular art class. Final oral presentation and written paper in Spanish.

Track B (6 credits) Students will be placed in one of the two highest language levels offered. High advanced students have the option to pursue Guided Self-Instruction. Final Independent Study Project paper will be written and presented orally in Spanish.

Community and Social Change Seminar
EURO 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining the primary political, social, and cultural forces shaping contemporary Spain in the context of the country’s turbulent history, growing diversity, and deeper integration within the European Union. Lecturers are drawn from institutions such as the University of Granada, local nongovernmental organizations, and experts from the community. Depending on track enrollment and language levels, students participate in at least three units. The units include:

Avant-Garde Movements
New urban architecture; sustainability and environmental impact; artists as agents of change; social change through Spanish cinema.

Andalusian Studies
Arts: Islamic influence in arts; flamenco and fusion; urbanism: Albacín neighborhood and social movements; F. G. Lorca’s work, and/or Mediterranean gastronomy.

Turning Points in Spanish History
The Fall of Granada; “discovery” of America; liberalism in modern Spain and the Second Republic; Fascism and the Spanish Civil War; transition to democracy; regional autonomy and nationalism.

Community and Social Change
Gender roles; domestic violence; inclusion and exclusion; generational change and education; Spain and the EU.

Immigration
From emigration to immigration; Spain as gateway into Europe; support organizations; relations with North Africa and Latin America.

Community Project Seminar (Track A)
This unit includes advising, placement, and preparation for the community participation project and also introduces acculturation and field methodology in preparation for the Community Project (service or study).

Educational Excursions
Excursions focus on the topics of each unit. Destinations may include Madrid, a Sorvilán village, Cordoba, Seville, Barcelona, and Morocco.

Field Study Seminar (Track B)
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Preparation for the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, analyzing, and communicating data; maintaining a work journal.

Independent Study Project (Track B)
ISPR 3000 / 4 credits / 120 class hours
Conducted at an approved location appropriate to the project. Sample topics include: Senegalese immigrants in Granada; social changes in the Spanish millennial generation; civil partnerships; the effects of globalization in today’s Spanish society.

Homestay
A 12-week homestay in Granada for all students, plus a four-day village homestay for Track A students. Students are placed in a completely Spanish-speaking context to observe, live, and participate with local residents in everyday activities. Other accommodations during the program include hostels and rural homes.

Prerequisites
Track A: Open to students with at least one semester of college Spanish, French, or the equivalent as well as intermediate or advanced speakers. Designed for students with an interest in community-based learning.
Track B: Designed for students with sufficient language skills to conduct independent study. Four recent semesters of college-level Spanish or the equivalent and the ability to follow coursework in Spanish, as assessed by SIT.
Switzerland
Global Health and Development Policy

Credits 16
Program Base Nyon/Geneva
Language Study French
Homestay Communities around Nyon, 10–14 weeks
Educational Excursions Paris, Bern, Lugano

Independent Study Project 4 weeks
Prerequisites Previous college-level coursework and/or other significant preparation in development studies; public health; or the social, economic, and political sciences, as assessed by SIT. Prior French language study recommended but not required.

Global Health and Development Policy Seminar
IPBH 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining models of health systems, diseases, and development policy. Additional focus is on pharmaceutical enterprises, international trade, intellectual property rights, access to medicines, and vulnerable groups such as migrants. Resources utilized in the delivery of course content include the University Hospital of Geneva, the Swiss Agency for Development and Cooperation, and the World Health Organization. Lectures and discussions for this course generally include the following topics:

Development Policy
Models of growth; market economy, poverty; the North-South, South-South divides; emerging and transitional economies; health systems, demography, and migration; gender; "good governance."

Swiss Development and Cooperation
Students examine Switzerland’s multicultural society and the Swiss democracy, with case studies on health care systems at the federal, cantonal, and communal levels.

International Organizations, Institutions, and Enterprises
Functions of international organizations in development and health systems; the millennium development goals; the United Nations; nongovernmental actors; the public (state and social) and private sectors.

Complex Humanitarian Emergencies and Health
Conflicts, complex humanitarian emergencies, and conflict management with an emphasis on the health sector in peacekeeping and peacebuilding operations.

Human Rights and Vulnerable Groups
International human rights instruments and human rights abuses; health issues for migrants, displaced persons, and refugees.

Environment and Health
Global environment and sustainable development; health and technology; health epidemics and pandemics; health prevention and treatments; medical anthropology.

Fieldwork
Students complete interactive research with an international or nongovernmental organization and also conduct interviews and document their research.

Educational Excursions
During excursions to Bern, Lugano, and Paris, students visit leading regional, national, and international institutions and meet with staff who address the complex issues of health and development.

Intensive Language Study: French
FREN 1000-3000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of field study across cultures. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; identifying contacts and resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Geneva or another approved location appropriate to the project. Sample topic areas: development and health in complex emergencies; the health sector in peacebuilding operations; international human rights to health; migration and health; the health sector in humanitarian relief; international, national, and regional response to epidemics and pandemics.

Homestay
Ten weeks with a Swiss or international family in rural villages and other communities near Nyon. For students who undertake an Independent Study Project in the Geneva area, the homestay is usually extended by four weeks. Other accommodations include hostels or small hotels.

Extraordinary Access
Geneva offers access to a myriad of organizations focusing on health and development policy, including: the World Health Organization; Médecins Sans Frontières; the UN Development Programme; the International Organization for Migration; the International Center for Migration and Health; the Geneva University Hospital; Home Care operations in the cantons of Geneva, Vaud, and the Ticino; and Groupe Sida Genève. In Paris, students may meet with experts at UNESCO, Médecins du Monde, and the Assistance Publique—Hôpitaux de Paris. Students examine the medical, anthropological, and economic aspects of health, health treatment, and access to medicines.
Switzerland
International Studies, Multilateral Diplomacy, and Social Justice

Credits 16
Program Base Geneva
Language Study French
Homestay Villages around Nyon, 14 weeks
Educational Excursions Bern, Brussels, Paris

Independent Study Project 4 weeks
Prerequisites Previous college-level coursework and/or other significant preparation in international studies or a related academic discipline, such as political science or prelaw, as assessed by SIT.

International Studies, Multilateral Diplomacy, and Social Justice Seminar
INTS 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, focusing on the major issues that impact contemporary international relations. The course addresses political, economic, security, cultural, and environmental dimensions of the rapidly evolving international system in the context of globalization. Students examine the strategies and responses of international, supranational, and nongovernmental organizations (NGOs) to current challenges to peace and stability, drawing on the resources of leading academics, institutions, and firsthand experience.

Lectures, exercises, and topics focus on the following themes: multilateral diplomacy; geopolitics and strategy; international organizations; European integration and policies; US–European Union relations; international economic relations; new dimensions of human security; environmental issues; demographics and migration. Lecturers for this course are drawn from institutions such as United Nations agencies, the Red Cross, Swiss universities, Swiss federal agencies, the European Union, and NGOs.

Three threads infuse the seminar at every stage: the evolution of contemporary international relations, the strategies of international organizations, and the question of social justice in the globalized world system. These threads weave through three sequential units, including excursions and other field experiences, to deepen learning.

Multilateral Diplomacy
Geopolitical analysis and strategic studies; conflict management and peacekeeping; the UN system and international organizations.

European Regional and International Affairs
The evolving European Union; transatlantic relations; Swiss–European Union relations.

International Trade and Cooperation
International economic institutions; trade relations and negotiations; sustainable development and environmental issues.

Fieldwork
To complement coursework, and for further exposure to Geneva’s international milieu, participants complete interactive research studies with an international agency or nongovernmental organization. Students are required to conduct interviews, synthesize information, and report their findings.

Educational Excursions
Excursions to Bern, Paris, and Brussels provide opportunities for students to visit leading national, supranational, and international institutions and meet with staff who are wrestling with difficult issues of global development. Students attend briefings organized by Swiss governmental agencies, UNESCO, and European Union experts and institutions.

Intensive Language Study: French
FREN 1000-3000 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Geneva. Sample topic areas: roles of international agencies in developing countries; peacebuilding and nationbuilding; new approaches to security; human rights and international humanitarian law; migrations, refugees, and internally displaced persons; aid in complex emergencies.

Homestay
Fourteen weeks with a Swiss or international family in rural villages and other communities near Nyon. Other accommodations include hostels or small hotels during study trips.
“My experience at SIT helped me understand various aspects of health in a different setting. SIT support, especially through the Independent Study Project, enabled me to begin an exploration of Afro-Brazilian adolescents’ self-images. After my Fulbright, I aspire to establish a nonprofit organization to serve low-income African-American preteens.”

Kyasha Moore, Spelman College
2009 Fulbright Recipient
Brazil: Public Health, Race, and Human Rights
Regional Integration, Development, and Social Change Seminar

LACB 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in Spanish examining the key theoretical and practical aspects of the development strategies of South America’s Southern Cone countries (Argentina, Brazil, Paraguay, and Uruguay), in light of the economic and social integration efforts in MERCOSUR (Mercado Común del Sur/Southern Common Market). Lecturers are drawn from institutions such as the Institute for Social and Economic Development (Argentina), the University of Rosario (Argentina), Federal University of Rio Grande (Brazil), University of the Republic in Montevideo (Uruguay), and the Center for Research and Documentation in Asunción (Paraguay). Lectures and discussions for this course generally include the following topics:

History and Politics of Argentina and the Southern Cone
Colonialism and independence; modern political parties; early industrialization and postwar economic policies; the legacies of authoritarian rule; human rights; democratization and transition to civilian rule; the socioeconomic crisis and beyond; poverty and inequality.

Development, Regionalization, and Local Production Strategies
Development theories as applied in Latin America; the effects of different development strategies and policies on society and the economy; international politics of trade; globalization and the impact of neoliberal economic policies; special issues of small economies; economic and financial crisis in the region and local production strategies; MERCOSUR: its development and transformations.

Social Change and Recent Trends on Social Conditions
Evolution of the labor market: economic activity and unemployment; women’s participation in the labor force; poverty and income distribution; strategies to promote inclusive growth; social policies: the role of government and social movements; social construction of policy through rhetoric, narrative, and ideology; social movements in Argentina and the region.

Regional Issues and Concerns
Border relations and cultural change; nations and identity; migration and labor displacement; specialized work forces; transnational social movements.

Educational Excursions
The program generally includes field excursions and a rural homestay in the pampas in Argentina. The group also travels for one week to Porto Alegre, Brazil, then divides for one week into two sections, with one group traveling to Asunción, Paraguay, and the second to Montevideo, Uruguay. In each location, seminar sessions and educational visits are delivered by local faculty, development practitioners, government officials, and local community and labor groups.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISP 3000 / 4 credits / 120 class hours
Conducted in Buenos Aires or in another approved location appropriate to the project. Sample topics areas: transnational corporations and the impetus for regional trade; bilateral government-owned development projects; social impact of open trade agreements; national politics and the decision to join MERCOSUR; sustainability of agricultural export production; gender issues and border crossings; recuperated industries; transborder conflict around forestry projects.

Homestay
Twelve weeks in Buenos Aires, Argentina, and three days in a rural area of Santa Fe province. Other accommodations during the program include small hotels and hostels.

Modern skyscrapers and urban slums shape the cityscape and the face of development in Buenos Aires.

Photo by Caroline Misan.
Social Movements and Human Rights Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining Argentina’s prolific and highly dynamic social movements (including environmental, gender, indigenous, and labor groups) from both historical and contemporary perspectives. Lecturers are drawn from institutions such as the University of Buenos Aires, the National University of Salta, and the National University of Comahue. Lectures and discussions for this course generally include the following topics:

Political and Social History of Argentina
Overview of Argentine history, with special emphasis on social organizations; Peronism, populism, and the strengthening of the labor movement; dictatorship and resistance strategies; democracy and the recent economic crisis; impoverishment and collective coping strategies.

Human Rights and the Struggle for Justice
Concepts and applications of human rights, from theoretical and applied perspectives; putting human rights into practice; the history of human rights movements in Argentina; linkages between human rights and sustainable development.

Theory and Practice of Social Movements
Theories of social movements; connections between social movements and human rights; role of leadership and organization; mobilization and grassroots outreach; interactions and interface between social movements and other key participants in Argentine society; power and policy discourse; rural, environmental, labor, indigenous, migrant, women’s, and the unemployed movements; recovered factories and enterprises.

Social Movements in Argentina
An examination of how social movements work and have evolved in the last few decades in Argentina. Case studies include: piquetero movement (unemployed movement), recovered factories or enterprises, gender movements, environmental movement, indigenous movement, peasant movement.

Students gain new perspectives of the challenges that social movements face in working for social change at the local, national, and international levels. At the same time they are able to inter-relate social movements with human rights and social exclusion.

Educational Excursions
The program includes field-based learning opportunities for a broader and deeper understanding of course content. Students choose between two excursions, each emphasizing different social movements; both are approximately three weeks in duration. In each location, intensive seminar sessions are delivered by university faculty, development practitioners, government officials, and local community and labor groups. Students travel either to northwestern Argentina and Bolivia or to Patagonia, where they spend time in Argentina and Chile.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in interviewing and community research; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Buenos Aires or in another approved location appropriate to the project. Sample topic areas: community health; education and the youth; urban indigenous communities; role of gender in social mobilization. Emphasis will be given to firsthand and in-depth investigation of a social movement or organization focused on: assessing labor rights; indigenous land rights; agrarian reform; sexual and reproductive rights; critique of neoliberal policy; interaction of state and society; the Disappeared peoples.

Homestay
Six weeks in Buenos Aires and a rural stay in a peasant community in the north of Argentina or with an indigenous community in the south. Other accommodations during the program include small hotels and hostels.

Las Madres de Plaza de Mayo march in memory of children who disappeared during the 1976–83 military dictatorship. Photo by Elizabeth Roth.
Bolivia
Multiculturalism, Globalization, and Social Change

Credits 16
Program Base Cochabamba
Language Study Spanish
Homestay Cochabamba, 6 weeks
Rural Visit/Homestay 5 days

Educational Excursions
La Paz, Lake Titicaca, Tiwanaku, Potosí, Sucre, and Santa Cruz
or an alternate location in the tropical lowlands
Independent Study Project 4 weeks
Prerequisites
Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Multiculturalism, Globalization, and Social Change Seminar
LACB 3000 / 5 credits / 75 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining Bolivia's history and current economic, political, and cultural processes. Students consider the country's contemporary challenges to economic development, particularly among Bolivia’s large indigenous populations and under the leadership of the first indigenous president to be elected in the Americas. Resources utilized in the delivery of course content include The Democracy Center, Centro de Estudios Superiores Universitarios at the Universidad Mayor de San Simón, Mujeres Creando, the Andean Information Network, and Water for People. Lectures and discussions for this course generally include the following topics:

- Historical Foundations
  Features and contributions of major indigenous groups (Quechua and Aymara); historical development of Bolivian political systems; roots of the current economic situation.

- Andean and Amazonian Culture and Cosmovision
  Analysis of contemporary sociocultural landscapes; the meaning and construction of culture in the Bolivian context; indigenous and feminist issues; the role of cosmovision in art and music; roles of cultural identity and cosmovision in the formation of social movements.

- Development Models and Practice
  History of development approaches; role of private/public sectors, including transnational corporations, nongovernmental organizations, and social movements; resistance to globalization and neoliberal reform; women and development; urbanization; informal economy; sustainable participatory development; natural resource management; regional development processes and proposals for autonomy; coca/cocaine economy, alternative development, and the US "drug wars"; critique of development.

- Educational Excursions
  The program features field trips to La Paz, Lake Titicaca, Tiwanaku, Santa Cruz or an alternate location in the tropical lowlands, Potosí, Sucre, and other sites as feasible.

- Intensive Language Study: Spanish
  SPAN 2005-4005 / 5 credits / 75 class hours
  Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits. Students already fluent in Spanish may study Quechua in lieu of Spanish for an additional fee.

- Field Study Seminar
  ANTH 3500 / 2 credits / 30 class hours
  A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

- Independent Study Project
  ISPR 3000 / 4 credits / 120 class hours
  Conducted in Cochabamba, La Paz, or in another approved location in Bolivia appropriate to the project. Students have the unique option of producing a documentary film or writing and publishing a children’s book on their selected topic. Sample topic areas: film and social change; migration and family survival strategies; impact of the neoliberal development model; role of women in civil society; legacy of liberation theology today; globalization and water politics in Cochabamba; the struggle between indigenous and multinational companies over environmental rights and the nationalization of natural resources; the struggle over land rights in indigenous communities; the effect of urban violence on women in marginalized communities; the integration of traditional and Western medicine; ethno-development and cultural change; application of educational reform; the effects of global warming on glaciers in the Andes.

- Homestay
  Six weeks in Cochabamba and five days in a rural village. Other accommodations during the program include hostels, private homes, or small hotels.

Collaborative Opportunities
Working with partners such as The Democracy Center, a San Francisco- and Cochabamba-based social justice organization, gives students firsthand exposure to the compelling issues they are studying in Bolivia. The Democracy Center focuses on investigation and reporting, training citizens in public advocacy, and leading international citizen campaigns. Past collaborations for SIT students have included creating an oral history/video archive marking the six-year anniversary of the Water Wars and a YouTube video on coca policy produced for the US Republican Party debates. Several former students have returned to Bolivia to work for The Democracy Center following graduation.
Amazon Resource Management and Human Ecology Seminar  
ENVI 3500 / 4 credits / 60 class hours  
An interdisciplinary course conducted in English and Portuguese, with required readings, examining the key issues in natural resource management and human ecology currently affecting the Brazilian Amazon. Direct field observations are a central component of the course. Resources utilized in the delivery of course content include the Instituto de Educação Superior da Amazônia (IESAM), a private college in Belém; nongovernmental organizations such as the Health and Happiness Project (PSA) and Fundação Vitória Amazônica (FVA); and the Brazil Landless Workers Movement (MST). Lectures and discussions for this course generally include the following topics:  

Natural and Human Ecology of the Amazon  
Historical overview; indios, quilombolas, caboclos, colonos, and urbanos; socioeconomic development in historical perspectives; biophysical geography and regional ecosystems; forest succession dynamics.  

Natural Resource Management  
Agriculture and agrobusiness; agroforestry; timber extraction; ranching, mining, fishing, and hunting; hydroelectricity and energy production; non-timber forest products; ecotourism.  

Environmental Conservation  
Economics of tropical deforestation; conservation units; government policies; roles of nongovernmental organizations; international perspectives; climate change; forest fragmentation; forest regeneration; ethnopharmacology.  

Linking Ecological and Human Issues  
Development in the Amazon; urbanization; community health; ecofeminism; land distribution and conflicts; MST; environmental justice and human rights; biopiracy and intellectual property rights; environmental education; media.  

Educational Excursions  
Students on this program generally take educational excursions to the following locations: Curuçá, Zona Bragantina, Manaus, Rio Negro, Juruti, Santarém, Tucuruí, Jacundá, Marabá, and Parauapebas.  

Rural Homestay  
Students visit a rural caboclo community to learn how the community makes its livelihood from traditional resource extraction. A second rural homestay is offered with an MST community in southern Pará.  

Intensive Language Study: Portuguese  
PORT 1004-4004 / 4 credits / 60 class hours  
Emphasis on speaking and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes. Special arrangements are available for advanced speakers of Portuguese.  

Environmental Field Study Seminar  
ENVI 3000 / 4 credits / 60 class hours  
A course in research methods in both the social and natural sciences, focusing on how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field studies are focused on designing and structuring a research project; writing a research proposal; collecting and analyzing data (social and natural/quantitative and qualitative); interviewing; surveys; maintaining a field journal.  

Independent Study Project  
ISPR 3000 / 4 credits / 120 class hours  
Conducted in Belém, Santarém, Manaus, or in another approved location in the Brazilian Amazon appropriate to the project. Sample topic areas: land use within MST communities; environmental consciousness; alternative energy resources; alternative farming practices; sustainable tourism development; informal market economics; commercial fishing; waste management; park-based conservation; sustainable hunting practices.  

Homestay  
Four weeks in Belém and two shorter rural homestays in caboclos and colonos communities for three to four days each. Other accommodations during the program include small hotels and a short stay on a riverboat.  

Prerequisites  
Previous college-level coursework and/or other preparation in environmental studies, ecology, development studies, or other related fields is strongly recommended but not required. Although there is no language prerequisite, a background in Portuguese, Spanish, or other Romance language is highly recommended.  

A rural homestay with members of Brazil’s MST in Southern Pará helps students understand human ecology and land use struggles. Photo by Emily Shadler.
Public Health, Race, and Human Rights Seminar
IPBH 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English and Portuguese, with required readings, examining public health care planning and practice in Brazil in the context of racism, poverty, and social exclusion. Resources utilized in the delivery of course content may include physicians and nurses, government health officials, multilateral agencies such as the United Nations, and Candomblé healers. Lectures and discussions for this course generally include the following topics:

Health, Society, and Culture
Historical overview of Brazilian society; examination of racial, religious, and regional diversity in Brazil; consideration of the health profile of the Brazilian populace; analysis of the economic, structural, and ideological determinants of public health planning and practices in Brazil.

Public Health, Community Welfare, and Social Justice
Differing views of public health; questions of social exclusion in relation to public health outreach; interrelation between public health and social justice; linkages between public health and community welfare; different health care models and their societal implications.

Brazilian Public Health Policies
Critical study of the Brazilian model for public health—Sistema Único de Saúde (SUS); analysis of key Brazilian national health programs, including the Afro-Brazilian health program; maternal, adolescent, and child health; sexually transmitted diseases (STDs) and AIDS; comparison of the Brazilian national health system to others in Latin America and the world.

Alternate Health Practices
Overview of different health care practices and conceptions of healing in Brazil; concepts and practices of health used by Afro-Brazilian groups, such as Candomblé practitioners; considerations of alternative treatment of psychiatric and other mental health issues; connection between healing and spiritual beliefs; economics and access issues related to alternative methods of health treatment.

Educational Excursions
Destinations include Ilha de Maré, where students visit a quilombo community, and Costa do Cacau (Bahia). Short trips may include visits to public health services at the federal, state, and municipal levels and Afro-Brazilian religious centers including a Terreiro de Candomblé. Additionally, students spend time at an MST camp in Santo Amaro, located in the Recôncavo region of Bahia.

Intensive Language Study: Portuguese
PORT 1004-4004 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom and field instruction. Special attention is given to medical and health terminology in Portuguese. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes. Special arrangements are available for advanced speakers of Portuguese.

Public Health Field Study Seminar
ANTH 3500 / 4 credits / 60 class hours
An introductory course in research methods in both the social and natural sciences, focusing on how to collect, analyze, integrate, and report social and public health data to critically understand and evaluate program-related public health issues. Introduction to the Independent Study Project. Field studies may include designing a research project; writing a research proposal; interviewing; surveys; maintaining a field journal. Specific public health field study methods include concepts and objectives of scientific research; basic techniques used in public health research; data collection and analysis; epidemiology and considerations in the Brazilian context; ethical issues related to public health projects and research and the World Learning/SIT Human Subjects Review Policy. Observation and participation in community health projects.

Independent Study Project
ISPR 3000 / 4 credits / 60 class hours
Conducted in Salvador, elsewhere in the state of Bahia, or in another approved location appropriate to the project in the Brazilian northeast. Sample topic areas: the health situation of adolescent mothers and their offspring; Afro-Brazilian health issues; factors affecting well-being in a quilombo community; healing in the Candomblé tradition; psychiatric illness and community outreach; geriatrics; drug and alcohol rehabilitation programs in Salvador; Brazilian AIDS policy; empowerment of women; policy issues in access; pre- and postnatal care.

Homestay
Seven weeks in Salvador, three days in a quilombo community on Ilha de Maré, and a short rural homestay in an MST camp in the town of Santo Amaro in the Recôncavo region of Bahia. Other accommodations during the program include hostels, private homes, or small hotels.

Taking the banana crop to market on Ilha de Maré, a quilombo (descendants of African slaves) community. Photo by Casey Branchini.
Brazil
Social Justice and Sustainable Development

Credits 16
Program Base Fortaleza
Language Study Portuguese
Homestay Fortaleza, 7 weeks
Rural Visit/Homestay Landless Workers Movement (MST) community, 2–4 days

Educational Excursions Interior Ceará; north and northeast Brazil (could include Recife, Salvador, and/or São Luís)
Independent Study Project 4 weeks
Prerequisites One semester of Portuguese or two semesters of a college-level Romance language other than Portuguese.

Homestay
Seven weeks in Fortaleza and a rural stay with an MST community. Other accommodations during the program include hostels, private homes, and/or small hotels.

Social Justice and Sustainable Development Seminar
LACB 3000 / 5 credits / 75 class hours
An interdisciplinary course conducted in English and Portuguese, with required readings, examining the social, political, and economic forces shaping development patterns in northeastern Brazil. Lecturers are drawn from institutions such as the Instituto Brasil/Estados Unidos/Ceará (IB-CEU), the State University of Bahia, and the Federal University of Ceará. Lectures and discussions for this course generally include the following topics:

History and Politics
Political history of northeastern Brazil; social actors and movements; structural roots of poverty; human rights legislation and implementation; national and international influences.

Geography and Economics
Economic history and current reality in the northeast; drought and environmental issues; land use and tenure; practical approaches to combating poverty; urbanization and the favelas; women’s issues in relation to class, race, and land tenure; health and education of children; poverty and the plight of street children; Brazil’s Landless Workers Movement (MST).

African Diaspora
Race as a social construct; the African Diaspora in northeastern Brazil; Afro-Brazilian religions and identity; quilombo communities and liberation movements; music, arts, and culture of the African Diaspora; Afro-Brazilian women’s issues.

Educational Excursions
The program generally includes field trips within Ceará and north and northeast Brazil, e.g. Recife, Salvador, and/or São Luís.

Intensive Language Study: Portuguese
PORT 1005-4005 / 5 credits / 75 class hours
Emphasis on oral and comprehension skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in beginning or intermediate classes. Special arrangements are available for advanced speakers of Portuguese.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Fortaleza or in another approved location appropriate to the project in northeastern Brazil. Sample topic areas: agrarian reform in the state of Ceará and the northeast; urbanization and economic development; urban social movements; Afro-Brazilian religion and culture; migratory trends and demographic impact; changing role of women in Brazilian society; economic and social plight of favela dwellers; culture and racial identity in northeastern Brazil; nongovernmental organizations and community organizations; Afro-Brazilian music; issues of cultural identity; alternative healing practices; religion and culture; class issues in Ceará; social action among youth; rights of the elderly.

The African Diaspora comes alive through a visit to a Terreiro de Candomblé and possible participation in a traditional Afro-Brazilian religious celebration. Photo by Jenny Huang.
Comparative Education and Social Change Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish examining the political, social, and economic factors affecting educational systems and social change in Chile and Argentina. The course includes required readings, field trips, and school placements. Resources utilized in the delivery of course content include faculty from the Universidad Alberto Hurtado research center, the Chilean Teachers’ Federation, the Ministry of Education of Argentina, and local experts in Santiago, Valparaiso, Temuco, and Buenos Aires. Of particular interest is the visit to the Madres de la Plaza de Mayo, the principal human rights organization in Argentina. Lectures and discussions for this course generally include the following topics:

Education and Its Role in Promoting Equity and Social Justice
Education and equity; educational policy and its impact on social indicators; human rights in the school system; education, gender, and sexuality; special education in Chile; its limits and its challenges; education and religion; rural education; university reform; education and ideology.

Educational Systems and Reforms in Chile and Argentina
Education in the Americas; history of education in Chile; history of education in Argentina; governmental policymaking and education; public versus private primary and secondary education; contemporary educational reforms; education and democracy in the Southern Cone; the impact of globalization on education and schooling.

Intercultural Education in a Global Context
Questions of ethnicity and diversity in educational systems; differing conceptions of education; indigenous/Mapuche cosmogenesis; indigenous educational alternatives and possibilities; local and global intercultural education; bilingual education; educational realities of Native Americans; human rights and indigenous education.

Popular Education and Critical Pedagogy
What is popular education?; history and development of popular education in Latin America; Paulo Freire and conscientización; popular education in the twenty-first century; critical pedagogy; non-formal education and delivery; organizing around popular education; popular education and labor unions; popular education and piquetero and Barrios de Pie movements in Argentina.

Educational Excursions
The program includes extended trips to Buenos Aires, Argentina, and Temuco, Chile. There will also be shorter trips to Valparaiso and outlying areas of greater Santiago.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
SP 3000 / 4 credits / 120 class hours
Students can choose to conduct an Independent Study Project on a topic of their choice related to the program theme or they can participate in a guided, monthlong educational practicum experience in a primary school in either Chile or the Buenos Aires area of Argentina. In both cases, the local director must approve the project and the student must produce a written paper. Sample topic areas: intercultural education in primary rural Mapuche schools; education and identity in indigenous rural schools; cultural identity through children’s arts expressions; English language practicum in a primary urban and rural school; the Penguin Revolution (high school students) and its social consequences; recuperation school in Buenos Aires; ethnicity in child care in marginalized areas of Buenos Aires; gender behavior in female, male, and mixed high schools in Santiago; attachment and national identity in high school students.

Homestay
Five weeks in Santiago; two weeks in Buenos Aires; and one week with an indigenous family of Mapuche descent. Other accommodations during the program include hostels, private homes, or small hotels.

SIT Study Abroad student works with a young pupil in San Felipe. Photo by Andrew Hara.
Cultural Identity, Social Justice, and Community Development

Credits 16
Program Base  Valparaíso
Language Study  Spanish
Homestay  Valparaíso, 7 weeks
Rural Visit/Homestay  Mapuche or Aymara community, 1 week

Educational Excursions  Santiago; Arica/Iquique or Temuco
Independent Study Project  4 weeks
Prerequisites Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Cultural Identity, Social Justice, and Community Development Seminar
LACB 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining political and socioeconomic development trends of contemporary Chile from the cultural vantage point of Chilean, Mapuche, and Aymara communities. The course includes participation in community work projects with local organizations in Valparaíso. Resources utilized in the delivery of course content include the ANAMURI women’s organization, Centro Juvenil El Puerto, and other local nongovernmental organizations working on behalf of children’s and women’s rights, artistic-cultural expression, and local community development. Academic seminars are taught at the Universidad Santa María in Valparaíso. Educational excursions to Santiago combine firsthand exposure to Chile’s diverse socioeconomic realities with participatory lectures by area experts. Lectures and discussions for this course generally include the following topics:

History and Politics
Major historical periods—postindependence national consolidation; Chilean political system before and after 1973; social and labor movements and civil society; Pinochet dictatorship and the transition to democracy; Concertación (coalition) governments from 1990 to the country’s 2010 bicentennial.

Human Rights
Conceptualization of human rights and justice; the dictatorship, human rights violations, and the Disappeared; the Pinochet case (1998-2007) and other landmark cases; marginalized groups in Chile including the pobladores movement and gender equity issues.

Economics and Development
Allende government policies; Chilean economic “miracle” based on the neoliberal model; inward versus outward development strategies; integration with the world economy; poverty and wealth distribution; environmental degradation and natural resource exploitation; community development.

First Nations
Concepts of First Nation and indigenous cosmopolitan migration and urban realities of Mapuche and Aymara: their struggles for cultural preservation and socioeconomic sustainability in the face of racism and often hostile state policies.

Educational Excursions
The program features excursions to points of interest in Valparaíso and Santiago. A longer 16-day trip is taken to Temuco and the nearby coastal and mountain areas in southern Chile or to Iquique and Arica in northern Chile, including the Chilean altiplano.

Intensive Language Study: Spanish
SPAN 2006-4006 / 6 credits / 90 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in small intensive intermediate or advanced classes, with further language practice during homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and use of appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; field study skills in observation and interviewing; organizing, analyzing, and communicating data; maintaining a field study journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Valparaíso, Santiago, Temuco, Arica, or in another approved location in Chile appropriate to the project. Sample topic areas: land squatter organizations; the 1978 Amnesty Law; the Disappeared and their families; urban Mapuche culture; women’s reproductive rights; public health and educational reform; Chilean social policy; community-based mental health; Aymara social structure; folkloric roots of Chilean music; sustainable agricultural projects and rural society; indigenous belief systems and traditions.

Homestay
Seven weeks in the Valparaíso/Viña del Mar area and one week with rural indigenous families of Mapuche or Aymara descent. Other accommodations during the program include hostels, private homes, or small hotels.

Historical Memory and Social Justice
Historical memory is a powerful part of Chile’s reconciliation and democratization processes following the fall of the Pinochet dictatorship. Previous discussions of history, human rights, and social justice crystallize when students visit organizations and memorials recognizing human rights violations during 18 years of military rule. Students meet with staff at the Agrupación de Familiares de Detenidos Desaparecidos, formed by family members of forced missing persons, and attend a lecture by a prominent human rights lawyer. Visits to the Memorial to the Detained and Disappeared in Santiago’s principal cemetery and the Parque por la Paz open-air museum provide additional context.
Public Health, Traditional Medicine, and Community Empowerment Seminar
IPBH 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining theoretical and current approaches to health care delivery in urban and rural, and “modern” and traditional, communities across present-day Chile. Resources utilized in the delivery of course content include the Universidad de Tarapacá, the Indigenous Health System, public health centers, local and national government health officials, herbalists, intercultural medicine practitioners, and the Chilean intercultural hospital Nueva Imperial. Lectures and discussions for this course generally include the following topics:

Health, Society, and Culture
Historical overview of Chilean society; examination of racial, religious, and regional diversity in Chile; consideration of the health profile of the Chilean population; analysis of the economic, structural, and ideological determinants of public health planning and practices in Chile.

Public Health, Community Welfare, and Social Justice
Exploration of the differing views of public health; questions of social exclusion in relation to public health outreach; interaction between public health and social justice; linkages between public health and community welfare; different health care models and their societal implications.

Chilean Public Health Policies
A critical look at the Chilean public health model; analysis of key Chilean national health programs, including child, adolescent, adult, and elderly medicine; women’s health; reproductive and sexual health; AIDS; mental health issues; dental health; comparison of the national health system with the private health system.

Alternative Health Practices
Overview of different health care practices and conceptions of healing in Chile; concepts and practices of health used by Aymara and Mapuche groups; considerations of alternative treatment of psychiatric and other mental health issues; connection between healing and spiritual beliefs; intercultural health; access issues related to alternative methods of health treatment.

Educational Excursions
Program excursions include Temuco, Nueva Imperial, and the Mapuche population centers as well as visits to public health services throughout Arica and surrounding valleys. Longer excursions include Tacna, Peru, and the rural area of Putre in northern Chile.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking and comprehension skills through classroom instruction. Special attention is given to medical and health terminology in Spanish. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes.

Public Health Field Study Seminar
ANTH 3500 / 4 credits / 60 class hours
A course in research methods in both the social and natural sciences, focusing on how to collect, analyze, integrate, and report social and public health data to critically understand and evaluate program-related public health issues. Introduction to the Independent Study Project. Field studies may include designing a research project; writing a research proposal; interviewing; surveys; maintaining a field journal. Specific public health field study methods may include concepts and objectives of scientific research; basic techniques used in public health research; data collection and analysis; epidemiology and considerations in the Chilean context; ethical issues related to public health projects and research; the World Learning/SIT Human Subjects Review Policy; observation and participation in community health projects.

Independent Study Project/Practicum
ISPR 3000 / 4 credits / 120 class hours
Conducted in Arica, Temuco, or in another approved location in Chile appropriate to the project. Students can choose to conduct an Independent Study Project or to participate in a guided, monthlong practicum. Sample topic areas: women’s health; psychiatric illness and community outreach; drug and alcohol treatment; intercultural health; Chilean AIDS policy; promotion and prevention policies; indigenous practice of health; epidemiology.

Homestay
Eight weeks in Arica. Other accommodations during the program include hostels, private homes, or small hotels.

Public Health and Traditional Medicine
Within South America, Chile has been recognized as having the highest quality of public health services validated by statistics, including the lowest mortality rates in the region. Recent public health policies have concentrated on family and community welfare. Epidemiological reports indicate a rise in nontransmittable diseases and mental health issues, and as a result health programs have been increasingly targeting issues such as cardiovascular diseases, diabetes, and depression. Traditional medicine is, however, still prominently practiced in territories where the indigenous population has a voice.
Chile
Social, Economic, and Political Transformation

Credits 16
Program Base Santiago
Language Study Spanish
Homestay Santiago, 5 weeks
Rural Visit/Homestay Valle de El Cairo (Mapuche region), 4 days
Educational Excursions Antofagasta, Calama, San Pedro Concepción, Lota, Valle de El Cairo, Llolleo-Llolleo

Social, Economic, and Political Transformation Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish, with required readings, exploring the political, social, and geographic dynamics affecting Chile’s economic development. Students examine industries such as forestry, mining, agriculture, and tourism to develop a comprehensive understanding of how the global market and local and foreign policies impact Chile’s export-driven economy. Lecturers are drawn from institutions such as the Universidad de Santiago, Centro de Estudios Nacionales de Desarrollo Alternativo (CENDA), the Universidad Católica del Norte, and the Universidad de Concepción. Lectures and discussions for this course generally include the following topics:

**Historical Background: Chilean Society, and Political Economy**
Contemporary issues; early industrialization and postwar economic policies; social structures and class formation of Chilean society; limits of electoral democracy; the authoritarian legacy in the postwar economic policies; social structures and the agro-industrial complex in the Maule region. Sessions are conducted with local faculty, industrial representatives, labor and community leaders, and government representatives. A stay with a Mapuche community provides opportunity to consider different visions and realities of development.

**Latin American Development Models and Theory**
Latin American development theory; from import-substitution to export-led growth; dependency models of development and primary product exports; world markets and local production strategies; alternative development paradigms; monetary and fiscal policy in relation to trade; regional development.

**Globalization, International Relations, and Trade**
Theories of globalization and the changing role of nation-states; transnationalization of the Chilean economy; promotion of export-oriented economy; international and regional trade agreements; US foreign policy toward Latin America.

**Small- and Medium-Sized Enterprises**
Small-scale production and microenterprises in competitive markets; culture and association of Chilean entrepreneurs; limits to technological development and financing.

**Social Development Alternatives**
Inequality and poverty in Chile; labor issues; privatization of health care and educational systems; labor and gender roles; human development; transnational social movements and popular responses to global change; local perspectives on social change.

**Educational Excursions and Case Studies**
The program includes visits to businesses, non-governmental organizations, and social institutions in the Santiago region, as well as field trips to the world’s largest copper-producing region near Antofagasta, the forestry region near Concepción, and the agro-industrial complex in the Maule region. Sessions are conducted with local faculty, industrial representatives, labor and community leaders, and government representatives. A stay with a Mapuche community provides opportunity to consider different visions and realities of development.

**Intensive Language Study: Spanish**
SPAN 2004-3004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

**Field Study Seminar**
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

**Independent Study Project**
ISPR 3000 / 4 credits / 120 class hours
Conducted in Santiago or in another approved location appropriate to the project. Sample topic areas: foreign investment and export production; role of shipping and transport in the export-led economic model; Latin American dependency in a new light; gender relations and households in the new global economy; poverty, income distribution, and changing patterns of labor participation; indigenous societies and global capitalism; US foreign policy and the Chilean economic model.

**Homestay**
Five weeks in Santiago and a four-day rural homestay with an indigenous Mapuche family in Valle de El Cairo. Other accommodations during the program include hostels and small hotels.

Based in the capital city of Santiago, students explore how history, geography, resources, and political and social factors have shaped Chile’s globalization. Photo by Theresa Mohin.
Comparative Ecology and Conservation Seminar

ENVI 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in Spanish and English, with required readings, field trips, and independent observations. Utilizing a comparative approach, students examine Ecuador’s four distinct ecological regions, focusing on biodiversity along with human and conservation issues in the context of local, national, and global development pressures. Resources utilized in the delivery of course content include Galápagos National Park, Tiputini Biological Station (in Yasuní National Park), La Florida Cloud Forest Reserve, Papallacta Highlands (in Cayambe-Coca Ecological Reserve), an organic farm in Puebrero, flower production industries, and La Hesperia Reserve. Lectures and discussions for this course generally include the following topics:

**Ecuadorian Life and Culture**
Precolonial and colonial history; contemporary political and economic issues; multinational and local industrial/agricultural trends; indigenous culture and ethnicity; agrarian reform; human rights and gender issues; sustainable development; globalization and international institutions; activism and social movements.

**Comparative Ecology**
Ecological zones and natural processes in Ecuador; flora and fauna diversity; evolution and speciation; soils and water; primatology, ornithology, entomology, and botany; ecology of the Andes premontane and montane forests; extreme climate and highland flora and fauna adaptation; páramo ecology and botany; Amazon lowland tropical forest ecology and diversity issues; herbivory and pollination biology; natural history of the Galápagos; coastal and mangrove ecosystems; marine life of the Galápagos.

**Conservation and Policy**
Politics and economics of ecosystem conservation and management; social and environmental impacts of the flower, mining, and petroleum industries; ethnic groups, their environment, and cultural survival; shamanism and health; subsistence farming; consequences of resource exploitation; grassroots conservation efforts; ecotourism and tourism industry issues; appropriate and sustainable agriculture in delicate ecosystems; national parks and protected areas management; social and economic issues; environmental threats and potential solutions in different ecological regions in Ecuador.

**Educational Excursions**
The program includes extended trips to the Ecuadorian Amazon; a cloud forest reserve, páramo and highland Andes, and the Galápagos Islands.

**Intensive Language Study: Spanish**
SPAN 2004-4004 / 4 credits / 60 class hours

Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further practice in homestays, lectures, and field visits.

**Environmental Field Study Seminar**
ENVI 3500 / 4 credits / 60 class hours

A course in research methods in both the social and natural sciences, focusing on how to collect, analyze, integrate, and report social and ecological data to critically understand and evaluate program-related environmental issues. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy. Field study may include designing a research project; writing a research proposal; interviewing; surveys; maintaining a field journal. Specific ecological field study methods may include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring, including species richness and biodiversity indexes; population analysis; animal behavior; climatic analysis; soil and water analysis; Remote Sensing and Geographic Information Systems; several aspects of Environmental Impact Studies.

**Environmental Components**
Andean ecology, botany, extreme climate adaptation, human aspects; Galápagos National Park ecology, marine life, social and economic issues; Amazon rainforest ecology, primates, ornithology, entomology, botany, soils and water; threatened ecosystems conservation; cloud forest ecology, environmental threats; biodiversity studies in different ecosystems.

**Independent Study Project**
SPAR 3000 / 4 credits / 120 class hours

Conducted throughout Ecuador based upon requests from local activists, NGOs, and communities. Sample topic areas: traditional agriculture; mining or petroleum industry environmental implications and/or alternatives; impact of tourism on local communities; environmental education; flora or fauna census; biodiversity and population assessments; endangered species and conservation efforts; shark fishing; shrimp farming and mangrove conservation; soil or water studies; geology related to ecology and conservation; community conservation projects; supplying local reserves’ management needs; environmental movements.

**Homestay**
Eight weeks in Quito. One-week rural cloud forest homestay. Rural homestay in the Galápagos.

**Prerequisites**
Previous college-level coursework and/or significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT. Four recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.
Ecuador
National Identity, Ethnicity, and Social Movements

Credits 16
Program Base Quito
Language Study Spanish
Homestays Los Chillos, 4 weeks; Quito, 4 weeks

Educational Excursions
Andean cloud forest, Ecuadorian rainforest, Guayaquil, and central coast villages
Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

National Identity, Ethnicity, and Social Movements Seminar
LACB 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining both historical and current sociocultural and economic development trends and related movements in the Ecuadorian context with a particular emphasis on the multicultural composition of Ecuadorian society. Resources utilized in the delivery of course content include Universidad Andina Simón Bolívar, Universidad Intercultural Amawtay Wasi, FACES (Fundación de Acción Comunitaria), and Casa de la Mujer. Lectures and discussions for this course generally include the following topics:

History, Politics, and Economics
History and archaeology of pre-Columbian cultures; the Incan and Spanish invasions; the colonial period; the Liberal Revolution; US policy in Ecuador; current Ecuadorian politics; the hacienda economy and capitalism in Ecuador; foreign debt and economic crisis; implications of the new Constitution.

Cultural Anthropology and the Humanities
Ethnic groups in Ecuador; social structure; cultural values and beliefs; music, art, and literature; indigenous worldview; Afro-Ecuadorian culture; migration; traditional medicine; human rights; gender roles; education.

Environmental Issues, Geography, and Ecology
The diversified geographical and ecological zones in Ecuador; ecological problems due to human intervention; monocultures; extractive industries; human ecology and resource management.

Development Issues
Effects of colonialism; neoliberal model; development institutions and their role; women in development; agricultural cooperatives; agrarian reform; grassroots organizations; cultural diversity in development.

Educational Excursions
The program includes three major educational excursions: the forest, the rainforest, and the central coastal region, including the city of Guayaquil. Participants stay for several days in coastal villages and visit a settlement in the Amazon region.

Intensive Language Study: Spanish
SPAN 2006-4006 / 6 credits / 90 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building: Workbook for Intercultural Dialogue; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Quito or another approved location in Ecuador appropriate to the project. Sample topic areas: indigenous crafts and agriculture; role of women in economy and society; export trade and the changing economic system; conservation efforts led by grassroots organizations; regional rural development; traditional healing and medicine; ecotourism; health, social services, and educational case studies; Andean culture, ethnicity, and multicultural society.

Homestay
Four weeks in the tranquil Los Chillos Valley, near Quito, and four weeks in urban Quito. Other accommodations during the program include hostels, private homes, or small hotels.

Sample Research Project
FACES (Fundación de Acción Comunitaria), a local nongovernmental organization based in the southern Andean province of Loja, shares a common vision with SIT and welcomes student participation. Through innovative approaches, FACES promotes community-based development projects, income-generating initiatives, and human rights. Programs focus on issues such as women’s empowerment, sustainability, fair trade, environmental awareness, sexuality workshops, and disability rehabilitation. A recent student with a background in disability services conducted an Independent Study Project on a FACES rehabilitation program. Inspired by the techniques and by what FACES could achieve with few resources, she planned to incorporate what she learned there into her work in the United States after the program.
Sustainable Development and Social Change Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish, with required readings, analyzing the role of Mexican civil society and social movements in shaping the country’s social, economic, and political development, from both historical and current perspectives. Resources utilized in the delivery of course content in Oaxaca include the Universidad de la Tierra and the Center for the Integral Development of Campesinos of the Mixteca (CEDICAM). In Chiapas, resources include the Indigenous Center for Integral Training (CIDEIC). Lectures and discussions for this course generally include the following topics:

History and Economics
History of pre-Hispanic cultures; the colonial period; independence; Porfirio Díaz and the Revolution of 1910; twentieth-century economic history; current economic policies and “free” trade agreements; history of Oaxaca and Chiapas; migration and the economic condition of Oaxaca.

Development and Sustainable Alternatives
Development theory and critiques of and alternatives to traditional development approaches; mega-development projects and their social and environmental impacts.

Civil Society and Social Change
Feminism and gender issues in contemporary Mexico; migration; nongovernmental organizations (NGOs) and grassroots organizations; community responses to traditional models of development.

Indigenous Issues and Politics
Political systems of Mexico and indigenous Oaxaca; indigenous women’s organizations; the Zapatista movement in Chiapas; human rights violations in Chiapas and Oaxaca.

Alternative Education and Cultural Preservation
Development and implementation of new pedagogies in indigenous communities.

Environment and Agriculture, Crises and Alternatives
Mexico’s growing agricultural crisis and related historic and current environmental destruction; reforestation and soil conservation; sustainable alternatives such as organic food production and issues of food sovereignty; autonomy in indigenous communities and management of water and other natural resources.

Grassroots Alternatives to Development
Intensive seminar with Gustavo Esteva, world-renowned author and leading thinker on alternatives to conventional development.

NGO Week and Service Learning
This one-week introduction to NGOs or grassroots organizations provides access to various organizations in Oaxaca and Chiapas through individual and group visits. Students become familiar with the organizational structure and current work of selected NGOs that are potential collaborators during their Independent Study Projects (ISP). Students participate in group service learning projects in Oaxaca, as well as during their collaboration with community-based grassroots organizations for the ISP.

Educational Excursions
The program includes field trips to community development sites and projects in the Mixteca and the Isthmus of Oaxaca, as well as to Zapatista and other communities in Chiapas. Students visit rural settings for individual and guided activities that inform them about community and NGO perspectives on topics such as the impacts of externally imposed development projects, sustainable development alternatives, and indigenous peoples and autonomy. In Mexico City, students visit a variety of NGOs and key archaeological sites such as the Templo Mayor and Teotihuacan.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and through field-based research and collaboration. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISP 3000 / 4 credits / 120 class hours
Conducted in Oaxaca, the Oaxacan Isthmus, Chiapas, or Mexico City. Sample topic areas: gender, autonomy, and indigenous issues; agriculture, migration, social resistance, and the Plan Puebla-Panamá. Students typically spend 20 hours or more collaborating with an NGO or grassroots organization related to their project.

Homestay
Five weeks in Oaxaca and ten days in San Cristóbal. Students also stay with families in a working-class barrio of Mexico City for one week. Other accommodations during the program include hostels, private homes, or small hotels.
Nicaragua
Revolution, Transformation, and Civil Society

Credits 16
Program Base Managua
Language Study Spanish
Homestay Managua, 7 weeks
Rural Visit/Homestay Agricultural cooperative in Matagalpa, 1 week

Educational Excursions South Atlantic Autonomous Region on the Caribbean coast of Nicaragua and El Salvador, including a rural homestay and work at a youth-run community radio station.

Independent Study Project 4 weeks
Prerequisites Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Revolution, Transformation, and Civil Society Seminar
LACB 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in Spanish, with required readings, examining the historical development and short- and long-term impacts of recent Central American revolutionary movements from the social, political, and cultural contexts of contemporary Nicaragua; particular emphasis is placed on the role of Nicaraguan civil society and US-Nicaragua relations. Resources utilized in the delivery of course content include Nicaraguan historians, leaders of civil society, and other activists; the Centro de Estudios Internacionales (CIES); the Instituto Martin Luther King de la UPOLI; Universidad Centroamericana; and Centro de Prevención de la Violencia. Lectures and discussions for this course generally include the following topics:

Political and Economic History
Independence and the formation of political parties; Sandino’s rebellion: 1927–33; US involvement in Central America and the Caribbean; the Somoza dictatorship, the origins of the FSLN; the Sandinista Revolution, and the Contra War in the 1980s; present political perspectives; economic history, neoliberalism, privatization, and structural adjustment programs; Bolivarian Alternative for the Americas (ALBA).

Social Movements and Civil Society
Grassroots movements and social change; feminism, the Nicaraguan women’s movements, and the political left; social impact of economic change; economic cooperatives, maquilas, and community development.

Culture of Peace
Peaceful democratic transition; reconciliation; Culture of Peace theory and practice; Human Rights as the pillars to a Culture of Peace; civil rights and economic rights; citizen security; practical experiences of peacebuilding; economic issues of free trade versus fair trade.

Coastal Culture and Identity
Indigenous rights; coastal history; aspirations and frustrations of regional autonomy; Creole and Garífuna culture; community health and resource management.

El Salvador: A Comparative Lens
El Salvador’s civil war; the role of the United States; the 1992 Peace Accords; the Truth Commission and reconciliation; “dollarization”; community-based alternatives; migration.

Educational Excursions
The program includes three in-depth field trips. The first, in the rural northern area of El Salvador, focuses on sustainable agriculture development models and includes a rural stay in Matagalpa or Estell. The second is an excursion to El Salvador, where participants learn about this country’s history, society, and more general issues of regional integration, and have opportunities to meet and discuss issues with citizens from a wide range of backgrounds. Finally, participants travel to Bluefields and Pearl Lagoon on the Caribbean coast and meet with representatives of Creole and Garífuna communities to discuss issues of autonomy and indigenous rights.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted at an approved location in Nicaragua appropriate to the project. Sample topic areas: case study of a rural agricultural cooperative; organizing women in rural areas; structural adjustment and the health care sector; women’s response to the post-1996 ideological counter-reforms; debt forgiveness and the International Monetary Fund (IMF); conflict resolution and reconciliation; decentralization and local autonomy.

Homestay
Seven weeks in Managua. One-week rural homestay with an agricultural cooperative. Other accommodations during the program include hostels, private homes, or small hotels.

Experiencing Grassroots Reconciliation Efforts
Understanding the challenges of post-conflict societies is a part of the Culture of Peace unit for SIT Nicaragua students. Students often have the opportunity to interact with inactive members of Managua youth gangs at the Centro de Prevencion de la Violencia and participate with them in art therapy workshops. Students also visit the Peace Park and converse with former Sandinista and Contra combatants who have buried their past and are working today to promote reconciliation in rural communities.
Panama
Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation

Credits 16
Program Base Panama City
Language Study Spanish
Homestay Panama City, 3 weeks
Rural Visit/Homestays Sea turtle conservation community, subsistence agriculture community, indigenous community, rural village in Costa Rica
Educational Excursions Including Smithsonian Institute’s Barro Colorado Island and Bocas del Toro Research Station, La Amistad UNESCO

International Biosphere Reserve, El Copé National Park, EARTH University in Costa Rica, Caña Island Endangered Sea Turtle Reserve

Environmental Components Terrestrial environments including comparative forest canopy ecology and mammal ecology and tracking; marine and coastal environments including coral reef ecology and mangrove biology; human dimensions of conservation
Independent Study Project 4 weeks
Prerequisites Please see details below.

Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation Seminar
ENVI 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in Spanish and English, with required readings and a strong field component. Through academic field study and firsthand experiences, students examine the ecological, international, and sociocultural factors affecting tropical biodiversity conservation in Panama, home to one of the world’s most diverse terrestrial and marine ecosystems. Collaborators utilized in the delivery of course content include the Smithsonian Tropical Research Institute, the University of Panama, and EARTH University in Costa Rica. Lectures and discussions for this course generally include the following topics:

Tropical Ecology
Community ecology; biodiversity and conservation biology; canopy studies and plant physiology; mammal ecology; forest dynamics; botany; ecology of insect-plant relationships; bird behavior and ecology.

Marine Ecology and Conservation
Marine biodiversity and ecological systems; ecology and conservation of coral reef communities, mangrove forests, and tropical wetlands; sea turtle conservation.

Sustainable Development
Protected areas; poverty and natural resource management; rural community forestry management; indigenous cultures and natural resource use; cultural values and perspectives on the environment; sustainable agriculture; grassroots organizations, nongovernmental organizations, and environmental issues; ecotourism and culture; conflicting perspectives on environmental problems and resources.

Educational Excursions
The program has seven weeks of field study, including courses at the Smithsonian Tropical Research Institute in Bocas del Toro and Barro Colorado Island; bird research at an Audubon Society “top 10” birding site; wetland ecology course at an international RAMSAR site; terrestrial ecology and tropical botany course in an isolated rainforest; hiking the Barú Volcano National Park; a sustainable agriculture course at EARTH University, Costa Rica; and a sea turtle ecology and conservation course held at a rare sea turtle nesting ground (arribadas) on the Pacific coast.

Intensive Language Study: Spanish
SPAN 2004-4004 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in homestays, lectures, and field visits.

Environmental Field Study Seminar
ENVI 3500 / 4 credits / 60 class hours
A course in field research methods in both the natural and social sciences. The main focus is on learning how to collect, analyze, integrate, and report ecological data to further the understanding of complex issues involving terrestrial and marine ecological conservation. Field studies can include designing research projects; writing research proposals; interviewing; surveys; mapping; maintaining a field journal. Specific ecological field study methods can include micro- and macrohabitat analysis; biotic sampling and analysis; fauna and flora identification; biodiversity monitoring; population analysis; animal behavior; water analysis. Introduction to the Independent Study Project. Field study ethics and the World Learning/SIT Human Subjects Review Policy.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in cloud forest highlands, coral reefs, lowland forests, mangroves, rural villages, indigenous communities, or other places appropriate to the topic. Sample topic areas: comparative resource use of campesino and indigenous groups; medicinal plant use; community resource management; regeneration of canopy emergents in primary forest; non-timber forest products and local use; sustainable agriculture; agroforestry; ecotourism as a community development alternative.

Homestay
Three weeks in Panama City, a subsistence agriculture campesino community homestay, an indigenous village homestay, a sea turtle conservation coastal community homestay, and a rural village stay in Costa Rica.

Prerequisites
Previous college-level coursework and/or other significant preparation in environmental studies, ecology, biology, or related fields, as assessed by SIT. Three recent semesters of college-level Spanish or equivalent and the ability to follow coursework in Spanish, as assessed by SIT.

Tropical ecology studies in Panama include bird research projects. Photo by Aly Dagang.
Indigenous Peoples and Globalization Seminar

LACB 3000 / 6 credits / 90 class hours

An interdisciplinary course conducted in Spanish, with required readings, examining Peru’s traditional and contemporary indigenous societies in the context of both Peruvian identity politics and the transnational pressures of globalization. Lectures are drawn from institutions such as Centro Bartolomé de las Casas, the leading Peruvian Andean nongovernmental organization (NGO) focused specifically on indigenous and campesinos issues; ProNaturaleza, an Amazon and conservationist NGO in Iquitos; and Centro de Estudios Literarios Antonio Cornejo Polar, a literary center in Lima. Lectures and discussions for this course generally include the following topics:

The Arts

Literature; language and linguistics; mythology; cultural representations; intellectual property; artesania; music and song; weaving; pre-Columbian artistic expression; theater and social change.

Community Development

Tourism; ecotourism; community business; urban migration; microenterprise; agriculture; subsidies; changing land use; leadership; mobilization.

History and Cultural Identity

Identity politics; cultural loss and retention; traditional elements of Quechua in modern society; religion; health and healing; multiple identities; transition; marginalization; roots of contemporary issues; oral and alternative histories; collective memory; sacred sites; colonial narratives; museums.

Rights, Advocacy, and Policy

Social movements; international instruments and policy; land rights; water rights; extractive industry; preservation of sacred sites; women’s rights; policy advocacy; grassroots initiatives.

Educational Excursions

The program includes excursions to Sacred Valley; to Pacaya Samiria National Reserve in the Peruvian Amazon, where students interact with a Quechua community engaged in natural resource management; to Colca Valley, the world’s second-highest canyon (3,400 meters deep), known for its exceptional craftsmanship and vibrant festivals; and to Peru’s capital city of Lima, where students examine the realities of urban migration and witness contemporary activism efforts of prominent Peruvian lobbyists and NGOs.

Intensive Language Study: Spanish

SPAN 2013-4003 / 3 credits / 45 class hours

Emphasis on speaking, reading, and writing skills through classroom and field instruction. Based on in-country evaluation, including oral proficiency testing, students are placed in intensive intermediate or advanced classes, with further language practice in Cusco hoststays, lectures, and field visits.

Intensive Language Study: Quechua

QUEC 1000 / 2 credits / 30 class hours

Emphasis on beginning oral and comprehension skills through classroom and field instruction. Formal instruction is augmented by language practice during rural hoststays and excursions.

Field Study Seminar

ANTH 3500 / 2 credits / 30 class hours

A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing contacts and finding resources; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal; specific attention to research ethics and intellectual property working with marginalized peoples; exposure to non-Western research methodologies.

Independent Study Project

ISPR 3000 / 4 credits / 120 class hours

Conducted in Cusco or in another approved location appropriate to the project in Peru. Sample topics areas: role of oral histories, legends, and myths in ethnocultural preservation; knowledge transmission; changing agricultural practices; ecotourism as a community development model; grassroots empowerment; urban indigenous communities; generational dynamics in cultural pride and heritage.

Homestay

Six weeks in Cusco. Five-day rural homestay in Colca Canyon. Other accommodations during the program include hostels, private homes, small hotels, and shelters in the Amazon.

Preserving Tradition

SIT Study Abroad is working to revitalize a near-extinct language in a multicultural indigenous community in the Peruvian Amazon. The project began during communal sessions led by a local shaman, in which older members of the Huachipaeri community told the Tree of Life myth to a large audience of young native people and SIT students. Young Huachipaeri then drew their version of the myth and, in collaboration with local leaders, SIT recorded the sessions. This process, from myth-sharing to recording, has occurred multiple times. Presently, a bilingual Spanish-Huachipaeri publication of the myth is in process and will be used as an educational and cultural tool for the Huachipaeri community school.
“I consider my study abroad in Jordan the capstone of my Middle Eastern studies minor, and my ISP helped to prepare me for my internship working with Iraqi refugees. Living in Jordan helped me grow and expand my worldview; I feel that I am a stronger person now.”

Rebecca Schaeffer, Beloit College
Jordan: Modernization and Social Change

For other programs in Arabic-speaking countries, please see Morocco: Multiculturalism and Human Rights, page 23; Morocco: Migration and Transnational Identity, page 22; and Tunisia: Emerging Identities in North Africa, page 30.

One of the issues facing modern Jordan is the relationship between water resources and development. Photo by Peter DiCampo, Jordan: Modernization and Social Change.
Modernization and Social Change

Credits 16

Program Base Amman

Language Study Arabic

Homestay Amman, 13 weeks

Rural Visit/Homestay Badia area, 5 days

Educational Excursions Petra, Wadi Rum, DANA Nature Reserve, and Aqaba; Cairo, Egypt

Independent Study Project 4 weeks

Prerequisites None

Modernization and Social Change Seminar
MDES 3000 / 4 credits / 60 class hours

An interdisciplinary course conducted in English, with required readings, examining the major national and international forces shaping contemporary Jordan, including the rapid transformation of land and technology, shifting identities and gender roles, economic and social development practices and regulations, immigration, youth, media, and religion. Resources utilized in the delivery of course content include the University of Jordan, Yarmouk University, the Ministry of Social Development, and the Ministry of Political Development. Lectures and discussions for this course generally include the following topics:

- **History and Politics**
  
  British colonial influence; tribal role in politics; monarchy and modernization; Jordan’s relations with other Arab states; the role of minority groups in government; the peace process in Palestine and Israel; war in Iraq.

- **Modernization**
  
  Revival of Islam; traditional values versus Westernization; transformation in urban Amman; technology in Jordanian society; natural resource management.

- **Culture and Society**
  
  Role of family in Muslim society; urban social mores; immigrant workers; education systems; interfaith relations; the tradition of wasata (social connections); media and freedom of the press; class distinctions; artistic expression; Iraqi immigration.

- **Religion**
  
  Religious values and Westernization; Christianity in Jordan; Islamic principles; influence of religion.

- **Gender Issues**
  
  Women’s role in politics; honor crimes; female space; Islamic interpretation of gender; feminism in the Middle East; gender-related development issues.

- **Economic Development**
  
  Water resources; international aid organizations; formal and informal economic sectors; impact of refugees; family planning; the role of nongovernmental organizations; poverty in urban and rural areas; technology and modernization; issues of ecotourism; private enterprise and government regulations; environmental management; Qualified Industrial Zones in Jordan.

- **Unit Lectures**
  
  Students choose from one of three units (environmental issues, contemporary issues in Islam, or gender issues) and attend two lectures within this unit.

- **Rural Visit**
  
  Students experience a five-day rural homestay in the Badia area of Jordan, living with a Bedouin family that is either nomadic or semi-nomadic. This excursion allows students to experience firsthand the daily life, culture, and traditions of one of Jordan’s most distinct and well-known groups.

- **Educational Excursions**
  
  The program includes excursions within Jordan to explore the country’s ancient heritage and contemporary culture. Students visit Aqaba to explore the effects of large economic development. Visits to the DANA Nature Reserve, Wadi Rum, and Petra reveal the effects of social change on local communities. A longer excursion to Egypt, conditions permitting, offers a cultural and political comparison of two Middle Eastern countries.

- **Intensive Language Study: Arabic**
  
  Arab 1000-3000 / 6 credits / 90 class hours
  
  Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. There is further language practice in homestays and field visits. A component on Jordanian Colloquial Arabic is also part of the course.

- **Field Study Seminar**
  
  Anth 3500 / 2 credits / 30 class hours
  
  A course in the concepts of learning across cultures and field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

- **Independent Study Project**
  
  ISPR 3000 / 4 credits / 120 class hours
  
  Conducted in Amman or another approved location in Jordan appropriate to the project. Sample topic areas: political power of tribes; social change through modern art; the Christian population in Amman; nationalism in Jordan; women’s participation in Jordanian civil society; Islam and state discourses on development; nongovernmental organization and donor interaction in Jordan; freedom of expression in the Jordanian press; relationships among Jordanian youth.

- **Homestay**
  
  Thirteen weeks in Amman including the Independent Study period. Five-day rural homestay in the Badia area. Other accommodations during the program include hostels, research institutes, or small hotels.
Oman

Economic Development, Energy, and Diversification in the Gulf

Credits 16
Program Base Muscat
Language Study Arabic
Homestay Muscat, 6 weeks
Rural Visit Nizwa, 2–3 days

Educational Excursions Nizwa, Sohar, Salalah; United Arab Emirates; Qatar
Independent Study Project 4 weeks
Prerequisites At least one college-level economics course.

Economic Development, Energy, and Diversification in the Gulf Seminar
ECON 3000 / 6 credits / 90 class hours
An interdisciplinary course conducted in English, with required readings, examining the current economic environment, energy policies, and sociopolitical situation of the Persian Gulf, with a particular focus on the Sultanate of Oman. Resources utilized in the delivery of course content include the Omani Center for Investment Promotion and Export Development (OCIPED), the Muscat Securities Market, Qatar University, and the American University of Sharjah Department of Business and Economics. Lectures and discussions for this course generally include the following topics:

Omani Culture and Society
Contemporary Omani society; religious traditions; women and social participation; East African influences; multilingualism.

Global Economics
The vulnerability of oil states in the global economy; the petrodollar and monetary policy in the Gulf Cooperation Council (GCC) states; international labor migration; the impact of the 2008–09 world financial crisis on Gulf economies and development plans.

Energy and Diversification
Oman’s Vision 2020 and its series of five-year development plans; diversification efforts in the industrial, tourism, and agricultural sectors; regulatory and structural reforms; the Sohar industrial complex; privatization; energy security; the development of up- and downstream industries; workforce nationalization policies and challenges.

UAE and Qatar Unit
During this two-week unit, students reexamine seminar themes in light of contemporary issues such as youth employment and training, political reform, economic integration, international bank-

Intensive Language Study: Arabic
ARAB 1000-3000 / 4 credits / 60 class hours
Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. An introduction to Omani Colloquial Arabic is also part of the course.

Educational Excursions
This program includes excursions to sites in Muscat; the interior; the Sharqiyya Sands; and the Batinah region, including a traditional dhow-building site in Sur; the ancient capital Nizwa; Salalah; and the rapidly developing port city of Sohar. A longer excursion to Qatar and the United Arab Emirates, conditions permitting, provides a cultural, economic, and political comparison of three Gulf states, and includes a visit to major Dubai developments, several universities, Al Jazeera’s headquarters in Doha, and attendance at a regional conference, when possible.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Independent Study Project
ISPR 3000 / 4 credits / 120 class hours
Conducted in Muscat or another approved location in Oman appropriate to the topic. Students may choose between conducting an original research project or interning with a local organization, conditions permitting, and producing a written evaluation of the experience. Sample topic areas: growth of Omani non-oil exports; implications of the Oman-US Free Trade Agreement; the impact of tourism development on local communities; the effects of privatization on the telecommunications sector; the implementation of Omanization policies in the workplace. Internships will be arranged individually and could include major Omani firms, local branches of multinational corporations, a privately owned small or medium-sized enterprise, or a development-focused organization, such as the Omani Women’s Association.

Homestay
Six weeks in the Muscat area (which can be extended during the ISP period). Omani families come from diverse cultural backgrounds and may include Arabic, Swahili, or Baluchi speakers. Most families are also conversant in English. If the ISP is conducted outside Muscat, in areas where SIT has contacts with the community, such as Nizwa, Salalah, or Ibri, another homestay or student accommodation can sometimes be arranged. Other accommodations during the program include hostels, educational institutions, or small hotels.
Political Culture and Development Seminar
MDES 3000 / 4 credits / 60 class hours
An interdisciplinary course conducted in English, with required readings, examining the complex roots of Omani political culture and their effect on concepts of governance, state-society relations, and the path of development in Oman. Resources utilized in the delivery of course content include professors from Sultan Qaboos University; government officials such as members of the Majlis Al-Shurah (Parliament), the Committee for Scientific Research, the Ministry of Religious Affairs, and the Ministry of Legal Affairs; and high-ranking experts from the private sector including law firms, oil companies, and consultant companies. Lectures and discussions for this course generally include the following topics:

Culture and History
Contemporary Omani society; religious and sectarian traditions including Ibadhism and concerns about the supernatural; women and social participation; East African influences; the Bedouin; post-1970 history; demographics; multilingualism; Omani foreign policy; politics of trade; geostategic realities of the region; regional cooperation; Oman's national narrative and the "red lines" in Omani public discussions.

Political, Economic, and Social Development
Community development; political institutions, tribes, and chiefs; the legislation process and environmental and water management; Vision 2020; oil production; Omanization of local industries; migration issues and ethnic divisions; the media and freedom of the press.

Rural Visit
Participants spend eight days in the Nizwa area in culturally appropriate accommodations (females in families, males in shared apartments with male college students) where Arabic is used intensively for daily communication. Students spend time with peers at local colleges, gain insight into the differences between rural and urban lifestyles, and visit historical sites associated with the rule of the Ibadh Imamate.

Educational Excursions
This program includes excursions to sites in Muscat, the interior, the Sharqiya Sands, and the Dhofar region, including a traditional dhow-building site in Sur, the ancient port and capital of Nizwa, and the southern city of Salalah. A longer excursion to Qatar and the United Arab Emirates, conditions permitting, provides a cultural, economic, and political comparison of three Gulf states, and includes a visit to Al Jazeera's headquarters in Doha and attendance at a regional conference, when possible, as well as visits to several universities in the region.

Intensive Language Study: Arabic
ARAB 1000-3000 / 6 credits / 90 class hours
Emphasis on speaking, reading, and writing skills in Modern Standard Arabic through classroom and field-based instruction. Students are placed in intensive beginning, intermediate, or advanced classes based on in-country evaluation, including oral proficiency testing. An introduction to Omani Colloquial Arabic is also part of the course.

Field Study Seminar
ANTH 3500 / 2 credits / 30 class hours
A course in the concepts of learning across cultures and from field experience. Introduction to the Independent Study Project. Material includes cross-cultural adaptation and skills building; project selection and refinement; appropriate methodologies; field study ethics and the World Learning/SIT Human Subjects Review Policy; developing skills in observation and interviewing; gathering, organizing, and communicating data; maintaining a work journal.

Credits 16
Program Base Muscat
Language Study Arabic
Homestay Muscat, 6 weeks
Rural Visit Nizwa, 8 days

Educational Excursions
Oman: Sur, Nizwa, Salalah; Qatar: Doha; United Arab Emirates: Abu Dhabi, Dubai, Sharjah
Independent Study Project 4 weeks
Prerequisites None

Homestay Access to Omani Culture
In Oman, the homestay is essential not only to help students understand religious and ethnic customs, but also to access opportunities both inside and outside the family. Without a homestay, few expatriates can ever fully participate in the private sphere of Omani life. SIT Oman homestay families often introduce students to valuable research contacts for their ISPs. They also play an important part in language learning and practice.
Additional World Learning Opportunities

International Honors Program

International Honors Program (IHP), a World Learning affiliate, offers students comparative international study of the most challenging social, political, and environmental issues confronting countries and cultures around the world. IHP’s comparative approach allows students to contrast and analyze thematic issues on a global scale in several different countries over the course of the semester or year.

For more information about IHP, please visit www.ihp.edu or call 617 375-8101.

Homestays with local families; interaction with community leaders, activists, and experts across all fields; an interdisciplinary curriculum; case studies; site visits; and diverse students and faculty members help deepen understanding and engender new questions, ideas, and inspiration.

Programs are operated entirely by IHP, but accredited through SIT.

Programs include:

- Rethinking Globalization: Nature, Culture, and Justice
- Cities in the 21st Century: People, Planning, and Politics
- Fall or spring semester

Fall Itinerary: Detroit, Delhi, Cape Town, Buenos Aires
Spring Itinerary: New York City, Sao Paulo and Curitiba, Cape Town, Hanoi

Health and Community: Globalization, Culture, and Care
Spring semester

Spring Itinerary #1: Switzerland, India, China, South Africa
Spring Itinerary #2: United States, Viet Nam, South Africa, Brazil

SIT Graduate Institute

SIT Study Abroad alumni and other college graduates may opt to continue their education with an internationally focused graduate degree through SIT Graduate Institute.

Focusing on transformative intercultural graduate education for global social change, SIT provides a dynamic combination of classroom and field-based learning. Students can earn master’s degrees in Sustainable Development; Management; International Education; Conflict Transformation; Language Teaching; Social Justice in Intercultural Relations; and Intercultural Service, Leadership, and Management.

Opportunities include a new field-based master’s degree in Global Management in Oman, as well as a variety of Vermont-based graduate certificate, low-residency, and professional development options.

Founded more than 40 years ago as School for International Training, SIT served as a training center for early Peace Corps volunteers. Today, SIT Graduate Institute prepares students from more than 30 countries to become informed and effective leaders, professionals, and global citizens.
About World Learning

World Learning, a global nonprofit based in Vermont, has focused for more than 75 years on bridging cultures and transforming lives. Today, World Learning directly impacts the lives of thousands of people in more than 70 countries each year through The Experiment in International Living, SIT Study Abroad, SIT Graduate Institute, and international development programs. Programs help young people develop a greater understanding of the current issues facing the world and give people the skills they need to act on problems ranging from sectarian conflict and climate change to AIDS and poverty. Since 1932, when the first group of students traveled abroad, more than 100,000 people have participated in World Learning programs.

The Experiment in International Living

SIT Study Abroad alumni with bachelor’s degrees, international experience, leadership experience, and language competency can apply to be group leaders for The Experiment’s challenging summer programs for motivated high school students. Group leaders guide program participants as they immerse themselves in the culture and language of another country and live with host-country families. Students spend three to five weeks engaging in language training, community service, peace studies, travel, or ecological projects in 27 countries around the world.

International Development Programs

SIT Study Abroad alumni may also pursue careers or other opportunities through World Learning International Development Programs. Combining a historic emphasis on education with a focus on local leadership and solutions, World Learning works with citizens and civil society institutions in more than 20 countries to design and implement development programs that address critical global issues. A wide range of programs focus on priorities of civil society and governance, education, children-at-risk, HIV/AIDS, capacity-building services, and international visitor exchange.

For more information about World Learning and interconnected opportunities, visit www.worldlearning.org.
Study Critical Global Issues

SIT Study Abroad

1 Kipling Road, PO Box 676,
Brattleboro, Vermont USA  05302-0676

Toll-Free Within the US  888 272-7881
Phone  802 258-3212
Fax  802 258-3296
Email  studyabroad@sit.edu

www.sit.edu/studyabroad

World Learning’s academic programs, offered through SIT (formerly School for International Training), are accredited by the New England Association of Schools and Colleges, Inc. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 299 Burlington Road, Bedford, MA 01730-1433, 781 271-0022, E-mail: cihe@neasc.org

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